EFFECTS OF INTER-ETHNIC CONFLICTS ON ACADEMIC PERFORMANCE IN SCHOOLS AMONG THE PASTORALIST COMMUNITIES IN KENYA – LAIKIPIA WEST DISTRICT OLMORAN DIVISION

By

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A Research Project submitted to the department of Educational Foundations (CEES) in partial fulfillment of the requirements for the award of a Masters Degree in Education of the University of Nairobi.
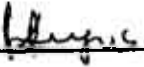
July, 2010

DEDICATION

To my husband Peter and our daughters June and Valentine.

I appreciate the moral support you accorded me as I carried out this work.

DECLARATION

This research is my original work and has not been presented for a degree or any other award in any university.
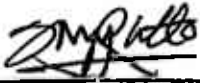
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This project report has been presented for examination with my approval as a University Supervisor.

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I am very grateful to the University of Nairobi for giving me an opportunity to take my ME.D. course.

I wish to extend my appreciation to my supervisor Dr. Sammy Rutto for his guidance.

LIST OF ABBREVIATIONS

GOK   :   Government of Kenya

ASAL   :   Arid and Semi Arid areas Laikipia

K.C.P.E   :   Kenya Certificate of Primary Education

K.C.S.E   :   Kenya Certificate of Secondary Education

GER   :   Gross Enrolment Rates

EFA   :   Education for All

IDPS   :   Internally Displaced Persons

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ABSTRACT

The main purpose of this study was to investigate the effects of inter-ethnic conflicts on academic performance of students in Ol Moran Division of Laikipia West District.

The results of the study will help education stakeholders to ensure there is a sufficient education system in a conflict area by recruiting educators or teachers and ensuring that they are properly trained and renumerated.

Also they should ensure that physical structures are sufficient and safe for learning.

Data was collected by use of questionnaire method which had both closed and open ended questions
Data was analyzed using descriptive statistics including frequency, distribution tables and percentages.

The findings of the study suggested that to rebuild an education system in a conflict area attention should be given to both school and non school environment. Both environments should be made conducive to the learners needs.

Conflict situation in Olmoran Division has brought about varying number of draw backs on Education in that area. To acquire quality education in the area, there is need to develop skills among learners and the community at large.

The government should get ways of improving both access and retention of children in schools in the division in order to get a better performance in exams especially in the socio-economically disadvantaged communities.

CHAPTER ONE

1.0   INTRODUCTION

1.1   Background of the Study

Conflict whether manifesting itself through violent or non-violent means, occurs as a result of competing interests, visions and agenda among groups with different social and political identities. The different groups compete for the control of territory, resources and status rewards. (Rummel, 1976). Conflict is understood differently by different communities, and especially in relation to how it manifests itself through human actions.

Generally, there are many types of conflicts: these include the environmental, religious based, intra-societal, relationship and community. (Monida, 2003). Thus conflict may be defined in a variety of ways. As regards the different manifestations of conflict, we can thus say inter-ethnic conflict is conflict between ethnic groups as a result of ethnic nationalism. We can thus say inter-ethnic conflict is conflict between ethnic groups as a result of ethnic nationalism.

It is apparent that violent forms of conflicts involving pastoralists have become widespread and increasingly severe throughout much of the Horn of Africa. The resultant effect is that the pastoralists in the Horn of Africa have become among the most marginalized and disadvantaged of minority groups due to a number of factors. First, their wide spread populations; second, poor climatic and ecological conditions. There is also continued neglect by state, for instance exclusion in development plans; fourth, land seizure, poor land tenure laws and restricted national border movement. Lastly internal strife and national conflicts (Syagga, 2006).

The bulk of the land in Laikipia (the pastoralist habit) lies in the semi-arid and arid zones. It is home for the largest aggregation of traditional livestock producers in the world, estimated at 15 million people. Whereas a non-pastoralist (crop farming) production in the region is present, pastoralism remains economically

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significant in the region (GoK, 2003). It provides employment and income opportunities to many households, individuals and families.

However, traditional livestock production is becoming nonviable through the gradual erosion of access to land and water, as they are turned over to cultivation. This loss has been facilitated by the unwillingness of African states to acknowledge and respect pastoralists' rights to land. Loss of mobility of people and animals has disrupted the process of adjustment that maintains the balance between people, land and livestock.

Pastoralist societies have been adversely affected by state borders, dividing ethnic groups, separating people from their kin, traditional leaders, places of worship, markets, pastures and watering places (Chesoni, 2006). Such arrangements are violating the social and political prosperity of the pastoralist society. The material hardship has intensified competition for resources, further undermining social cohesion and traditional authority. The, result has been conflict both within the pastoralist societies and with state authorities.

Pastoralists thus become known as 'unruly' and 'rebellious'. State policy throughout the Horn of Africa region aims to develop livestock production, not to improve the life of pastoralists. It is based on the desire to turn their land over to commercial cultivation through irrigation, or to meet production through ranching schemes, leaving pastoralists, whose terrain has remained state domain and can be alienated at whim, as the only sector without any rights of land tenure.

All attempts to secure ownership rights for the pastoralists have failed resulting into warring conflicts in the region. The resultant conflicts have impacted negatively on the smooth running of education system in the affected regions.

On attainment of political independence in 1963, the Government of Kenya (GOK), households and the private sector collectively endevoured to enhance the development of education in the country. The rapid development of education and

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training in Kenya was an aftermath of the Sessional Paper No. 10 of 1965 on African Socialism and its Application to Planning in Kenya, which emphasized combating ignorance, disease and poverty. It was based on two long-standing concerns that: (i) every Kenyan child, irrespective of gender, religion and ethnicity, had the inalienable right of access to basic welfare provision, including education; and (ii) the GOK had an obligation to provide opportunity to all citizens to fully participate in socio-economic and political development of the country and also to empower the people to improve their welfare.

Despite these attempts to enhance education by the government, development of education since independence has been marked by various changes and challenges in Laikipia. The government undertook several reviews by special commissions and working parties for nearly four decades towards improving efficiency and effectiveness of education. However, not much has been achieved specifically in the Central Rift Province.

Regional disparities in educational attainment still exist, especially between urban and rural schools and more pronounced between urban schools and those in the ASAL regions. Many schools in the ASAL regions are dorminated by students from pastoralist communities where conflict is prevalent. Pastoralist communities in the region are nomadic, they live primarily in arid or semi arid areas, and depend for their livelihood on livestock-cattle, sheep, goats and camels. They rely on access to water and pasture land.

Such resources are scarce and under increasing pressure. They must be shared with ranchers, farmers and wildlife, as well as with the needs of the urban communities. The scarcity predisposes the communities in the area to potential conflicts which in turn affects education. conflict leads to destruction of social amenities already put in place. For example, the education system is affected when teachers are forced to withdraw from conflict stricken areas and the communities re-locate their settlements for fear of being invaded.

Education for children and the youth is affected and interrupted both in the short and long term. Conflict also acts as a disincentive to investment in education by the communities and development agencies, both in the long-term and short-term. At the local level, a lot of effort and funds go to contain conflicts and to mitigate against conflict-related effects rather than being channelled to development work.

Incidences of school closures, relocation of teachers, low enrolment, and poor performance have been reported in conflict prone areas like Turkana, West Pokot, Marsabit and Samburu District as a result of inter-ethnic conflict.

This study identifies and examines the effects of such conflicts on student's educational attainment and discusses issues and priorities for conflict prevention and peace-building with a view to promoting educational performance. These are examined with reference to Laikipia-West- in particular. The District contains one of the largest populations of pastoralists in Kenya.

Laikipia West is one of the Districts in the Central Rift Valley region of Kenya. It is a multi-ethnic-district where pastoralist communities share with ranchers, farmers, horticulturalists and wildlife conservationists. It includes extensive arid and semi-arid lands as well as arable and urban areas. Pressure on water and land resources have increased greatly in recent years, with increased farming activities, rapid population growth, and periodic drought.

Although violent conflicts in Laikipia have not reached the scale or intensity of those in many parts of the Horn of Africa, conflicts involving pastoralists associated with resources competition, cattle rustling, and wide availability of small arms are nevertheless widespread and of increasing concern. It thus provides a useful case study to examine in depth the factors contributing to conflict and the issues and priorities for conflict prevention to promote educational attainment of students in the region.

It is with this background that the study seeks to investigate the extent to which conflicts may have contributed to low academic performance of students in the pastoralist communities in Kenya.

1.2 Statement of the Problem

While education is considered to be a basic right and need (Kenneth and Diana, 2000), the delivery of primary and secondary education among the pastoralist communities in Kenya has been sluggish due to several bottlenecks: First, through the declining access and participation rates, as indicated by declining gross enrolment rates (GER); Second, through the differential trends in access and participation in primary and secondary education, more evident in the low participation of the poor and vulnerable groups and widening gender and regional disparities, particularly in the ASAL (MEST, 2005). This is happening amidst continued concerns over equity promotion.

The third bottle neck is the poor performance in KCPE and KCSE, particularly, in sciences, mathematics and languages. There is also high wastage, declining completion rates, low survival levels from primary school to university and low female enrolment in science and technical courses and this has largely contributed to the slow delivery of education in the country. The pertinent policy question arising here is: How can the GOK satisfy the increasing demand for the limited number of primary and secondary school places for students in pastoral communities in order to enhance their access and participation in primary and secondary education?.

In general, the students, performance in Kenya Certificate of Secondary Education (KCSE) mathematics and science subjects by sex in the district in year 2000 was below 50%. In mathematics, for example, the national mean score was 42.3% for males and 26.8% for females, exhibiting gender percentage point differential of 15.5 in favour of boys. Nationally, for example, the mean

differences between boys and girls were: Kiambu (4.7%), Bungoma (9%), Kisumu (15%) and compared to the target district (Laikipia West) was 8.8 % (GOK, 2005).

The Kenya statistical abstract (2005) further points out the greatest gender point performance differential in mathematics to have occurred in Kisumu and Bungoma districts, while the general performance in mathematics was worst in the target district (Laikipia West), with a mean score of 14.9% for boys and only 6.1% for girls. Effectively, this means that on average 85.1% and 93.9% of boys and girls respectively, in the target district failed in mathematics.

In physics, the national mean score was 45.8% for boys and 41.3% for girls, registering a gender percentage gap of 4.5.%. In the study district compared to others, the gender percentage gaps were as follows: Kiambu (5%), Bungoma (8%), and Kisumu district (8.7%).

While the gender gap was higher in Bungoma and Kisumu, no girls registered for physics in the target district. The same trend was observed in chemistry and biology where no single girl sat for the subjects in the target district. The scenario should be taken with a lot of concern due to the centrality of the subjects in question.

Completion rates in Laikipia West District declined from 86.7% for boys and 86% for girls (nearly at par) in 1990 to 75,5% and 79.8% for girls and boys respectively in 2000 (a 10.5 percentage point decline for girls and only 6.9 percentage point decline for boys). Owing to the inter-conflict situations in Central Rift and its negative impact on the community as outlined: looting and destruction of property leading to reduced economic activities; degradation of the environment and health status of community members due to unhygienic conditions people are living under; collapse of education systems; insufficient infrastructural facilities, very low investment in the business sector; displacements

of people; moral decay and stalled development projects amongst others is evident.

The effects are likely to hamper the education system that is under performing as evident in other pastoralist's areas of the country (Filmer, 2000). These and many other problems are geared towards growth. It is not apparent how such negative impacts of conflicts have affected the academic performance rates in Laikipia West. This is in consideration that student's performance is already poor in the district as indicated above. **Thus; this study seeks to establish how inter-ethnic conflict has impacted on academic performance of students in Ol Moran Division of Laikipia West District.**

1.3 Purpose of the study

The main purpose of study is to investigate the effects of inter-ethnic conflict on academic performance of students in the pastoralist's region in Kenya. This is examined with specific references to OlMoran Division of Laikipia West District.

1.4 Objectives of the Study

The study specifically seeks to:-

a). Establish how inter-ethnic conflicts affect the academic performance of boys and girls in primary and secondary education in Olmoran Division.

b). Determine how homework behaviour and learning styles are affected by inter-ethnic conflict among the target schools.

c). Establish the extent to which parental involvement in a student's education has been affected by inter-ethnic conflict among the pastoralist communities.

d). Establish the effects of parent's socio-economic status in relation to conflict on the academic performance of students in the target schools.

e). Find out how the conflict environment at home affects students performance in the target schools.

1.5   Research Questions

a).   How does inter-ethnic conflicts affect the academic performance of boys and girls primary and secondary school in Olmoran Division?

b).   How is a student's homework behaviour and learning styles affected as a result of inter-ethnic conflict in the target schools?

c).   To what extent has parental involvement in a student's education been affected by inter-ethnic conflict among the pastoralist community?

d).   What are the effects of parent's socio-economic status in relation to conflict on the academic performance of students in the target schools?

e).   How does conflict environment at home affect student's academic performance in the target schools?

1.6   Significance of the study

The results of this study are expected to be useful to a number of stakeholders in the education sector in Kenya in the following ways.

On the retrogressive ASAL socio-cultural traditions and religious values and practices opportunities are likely to be realized through community sensitization and affirmative action towards improving the standards of education in the area.

The study will inform the Ministry of Education, through the Ministry of National Planning and Development towards ensuring a substantial allocation of resources in the area towards the education sector.

In line with the commitment to achieving education for all (EFA) the results of the study will be used to encourage donors and development agencies help promote basic education in the target area. The government should thus, move towards incorporating the secondary education, into basic education to enable the secondary school sub-sector to benefit from all funding sources targeting basic education.

Educational reforms in the country have had a major impact of transferring the burden of financing secondary education to parents and guardians. This, in effect, has had negative impact on secondary school enrolment among the pastoralists. As such, the government development partners, academic, private sector, and other stakeholders will be informed by the report on how to jointly review the cost-sharing policy at the secondary school level, looking into viable partnerships for positive solutions in promoting access to quality education in secondary schools especially among pastoralist communities.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 INTRODUCTION

2.2 Theoretical Background

Conflict theory is a social theory which emphasizes a person's or group's ability to exercise influence and control over others, thereby affecting social order. It posits that individuals and groups struggle to maximize their benefits, inevitably contributing to social changes such as innovations in politics and outright revolutions (Steven, 1994).

Conflict theory examines class conflict, such as that between the proletariat and bourgeoise, and contrasts ideologies such as capitalism and socialism. It proposes that continual class struggles do not always involve physical violence; they can be underlying efforts by each group of or individual within a society to maximise his/her benefits. The theory has roots in the critical theory of Karl Marx and the interpretive sociology of Max Weber (Lenski, 1966).

The essence of conflict theory is best epitomized by the classic 'pyramid structure' in which an elite dictates terms to the larger masses. All major institutions, laws, and traditions in the society are created to support those who have traditionally been in power, or the groups that are perceived to be superior in the society according to this theory. This can also be expanded to include any society's 'morality' and by extension their definition of deviance (Collins, 1994). Anything that challenges the control of the elite will likely be considered 'deviant' or 'morally reprehensible.'

The theory can be applied on both the macro level (like the US government or Soviet Russia, historically) or the micro level (a church organization or school club). In summary, conflict theory seeks to catalogue the ways in which those in power seek to stay in power.

The conflict theory basically states that all problems are caused by different groups and their status and how they compete for the necessities (and not-so-necessities) in life. Conflict theory arises from stress situations largely influenced by the bourgeoisie who makes/life difficult for the proletariat by having the most access to resources and power (Stark, 2007).

2.2.1 Stratification

Stratification is the expression of the value system in any particular society. "Conflict theories often approached the problem of social inequality from the standpoint of the various individuals and subgroups within a society, their needs and desires, rather than the needs of society as a whole" (Lenski, 1966). Lenski further argues that social inequality is created from the struggle of valued goods, respect, and services that are in short supply. Many organizations come from stratification and members of the elite class tend to connect their own interests with that of the organization they are associated with (Collins, 1968).

2.2.2 Basic Conflicts

In conflict theory there are a few basic conflicts. One of the basic conflicts in conflict theory is that of class. There are low and high ranks in class, and that gives a certain group more power over another group which causes conflicts (Collins, 2008). In the educational context, for the most part, when an individual student is part of high ranked social group, they usually have access to a lot of educational resources. That means that if a student is of a lower social class, then he/she does not have as much access to learning resources. This is usually causes of conflict on students who are underprivileged with inadequate learning resources.

In Marx's original conception, ownership of property was the most essential determinant of the class structure. On the other hand Weber thought that property ownership was only one factor determining class structure. Also, in the words of Jurgen Habermas (2006), the conflicts of different social structures and classes provide the many motives it takes to create and preserve many patterns of culture.

Another basic conflict is that of race and ethnicity. Much like in the class system, groups in this system are ranked by their prestige and power. This means that if a certain race or ethnicity has more education, prestige, and power then it is considered the better race or ethnicity which creates conflict. Another kind of conflict is that of gender. This type of conflict can be noticeable by the implication of a type of culture that is for men and a type of culture that is for women.

Regions are another kind of conflict. This type of conflict is brought about by all of the different assumptions that people from one region are above people from another region (Patterson 1986). The regions could range from one country to another or one state/province to another.

Frequency of conflict has been shown to vary across the stages of adolescence (early adolescence ages 10-12; mid adolescence ages 13-16; and late adolescence ages 17-22). Researchers have shown that the number of conflicts peak in early adolescence and taper off by mid-late adolescence (Allison & Schultz, 2004; Steinberg & Morris, 2001); Montemayor, 1986). Laursen, Coy, & Collins, (1998) found that parent-adolescent conflict frequency rates decreases linearly with age, while conflict intensity increases. Changes in the frequency and intensity of conflict may be topic-dependent. Smetana, Daddis, and Chuang (2003) found that intensity levels of conflict varied across time depending on the topic: conflict over homework increased over time, while conflict over chores decreased from early to middle adolescence. Sons and daughters report more conflict with their mothers

than their fathers, and daughters report more intense conflict than sons (Allison & Schultz, 2004).

2.3.1 Conflict and Education

Children enter school with a wide range of knowledge and physical, social, emotional, linguistic, and cognitive skills. Because socially and economically privileged families spend much more money on their children's school preparation as compared with their poorer counterparts, children from lower income families whose knowledge and skills are far behind those of their classmates from wealthier families enter school at a disadvantage (Lee and Burkam 2002). If these delayed children are unable to catch up, they face greater challenges throughout their school careers. Lee and Burkam (2002) have further indicated that the conflict-related gaps in achievement scores of high school students are often evident when children first began school. Burkam (2002).

With regard to preschool training (Burkam 2002) says children living in poverty are much less likely than children from rich families to be able to recognize the letters of the alphabet, count, higher, write their name, or read. Furthermore, children's cognitive and literacy school readiness skills are higher among those with more educated mothers (Ebid 2002) have also noted that children from higher class families are more likely to have a home environment that provides the intellectual skills they need to do well in school. Because of this early preparation, many researchers have found that middle-upper class children are already ahead of lower-class children in intellectual ability before the first year of school.

Once children get to school, the poorer ones who are already less readily prepared for school, typically face additional hardships with regard to school performance. School quality varies by neighbourhood socio-economic status. Because schools are funded by the government, there are large differences pupil expenditures such that expenditures in the riches 5% of schools are more than twice the expenditures

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in the poorest 5% (Card, et al 1996).

In addition to these economic measures, there are large differences in many non-economic measures of school quality, such as school violence, the number of course offered, and the extent of the school's library collections. School differences such as these influence the quality of education that student obtain and perpetuate continual income and race differentials in the education system (UN, 2001). This is evident in Laikipia District.

As confirmed by Lee and Burkam (2002) through data collected from public schools, tracking is another means by which education structures inequality. A large percentage of U.S. public schools follow the practice of placing children in different tracks that prepare some students, for college and others for vocational skills that do not lead to college (Hanuishek 2005). Factors such as measured intellectual skills and class background, influence track placement. Because cognitive skills and academic performance are influenced by class background and race, the effect is similar: tracking tends to separate children by class and race and limits opportunities for students to move from one academic track to another. Stark (2007) has confirmed this criticism of education tracking by showing that children in the college-prep track improve in academic achievement over the years, while those in the lower track perform at lower levels. Thio, (2009) proposes that this differential achievement in school occurs because of the different expectations of administrators, teachers; and parents for students in the separate tracks. Evidence such as the previous, and results from studies comparing differences in tracked and non-tracked educational systems: Collins (1994) confirms that the reinforcement of schooling practices such as tracking increases educational inequality, reinforces class differences, and differentiates children in terms of family background.

Previous research has shown that conflicts have a detrimental effect on the academic functioning of children and adolescents. Additional factors that have

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been shown to affect academic functioning include cognitive ability (i.e. intelligence), academic skills (e.g. homework behaviours) and amount of resources (i.e. socio economic status).

2.3.2 Conflict and Academic Achievement

The importance of academic achievement to adult functioning and adjustment is evident. Children who fail to complete school work and homework are more likely to receive failing grades, be retained (Huffman, Mehlinger, & Kerivan, 2000), and experience difficulties in their peer relationships (Wentzel & Caldwell, 1977). The children who fail exams are believed to experiences conflicts of the mind. The trajectory places them at greater risk of dropping out of school, later unemployment (Woodward & Fergusson, 2000), psychopathology (Velez, Johnson, & Cohen, 1989), substance use (Kasen, Cohen, & Brook, 1998; Witchstrom, 1998), teenage pregnancies (Feldman, 1990), and delinquent behaviour (Yoshikawa, 1995).

Numerous studies have examined factors related to children's academic functioning. A key clinical contribution from this line of research is in the ability to identify and test the relationships to malleable environmental variables that influence academic functioning. Once these relationships are reliably established, the ability to improve children's academic functioning by changing an environmental variable becomes a viable goal. Variables identified as related to academic achievement include discipline methods in the community and parenting style (Dornbusch, Ritter, Leiderman, Roberts, & F'raleigh, (1987). Homework behaviours and structure for learning (Toney, Kelley, & Lanclos, 2003; Miller & Kelley, 1991): Parent involvement (Hoover-Dempsey et al, 2001; Keith et all, 1998), cognitive ability, (Cool and Keith, 1991; Neiser et al, 1996; Furnham, 1995), marital discord (Demo and Acock, 1988; Unger, McLeod, Broan, & Tressel, 2000; Forehand et al. 1990), psychopathology (Marmorstein & Iacono, 2004; Karutis, Power, Rescorla, Eiraldi, & Gallagher, 2000), and socioeconomic status (Blair, Blair, & Madamba, 1999; Hill, 2001).

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A review on adolescence and parent- adolescent relationships are presented, followed by a literature review of family conflict. Factors that have been previously studied regarding academic achievement will also be reviewed (Specifically, parental style and parental involvement). Measurement issues regarding rather differences between parent- and adolescent- report of relationship characteristics are discussed. Lastly, factors associated with academic achievement, namely, homework behaviour cognitive ability and SES, are reviewed.

Adolescence is a unique period of transition marked by both physical and psychosocial. Individuals in this developmental stage undergo dramatic pubertial changes and are capable of increasingly abstract and complex reasoning. Family relationships are also altered as the process of differentiation begins to take place. This is a time when adolescents rely more on peers, seek increased independence, and are less willing to see themselves as part of a hierarchy that is headed by their parents (Fuligni & Eccies, 1993; Collins & Repinski, 1994). As a result, the parent-adolescent relationship experiences increased conflict and decreased closeness (Steinberg & Morris, 2001). However, a decreases in closeness does not relegate the parent-adolescent relationship to one without importance. Noller (1994) found that family relationships remain important throughout adolescence. In families where relationships are seriously attenuated However, peer influence surges and adolescents are at greater risk of adjustment problems (Fuligni & Eccles, 1993; Sheppard, Wright, & Goodstadt, 1985).

Psychologists during the first half of the twentieth century viewed significant conflict in adolescence as a vital component to healthy development (referred to as the "storm and stress of adolescence) (Petterson & Leigh, 1990). Infact, adolescents who did not exhibit high levels of conflict with their parents were feared to suffer from stunted development. However, since then, evidence has shown that levels of conflict vary considerably and high levels are not necessarily seen as optimal (Montemayor, 1986). Although conflict is still considered to be a

normal part of adolescent relationships, higher levels of intensity. By understanding the issues surrounding conflict and academic performance, this study will be informed on what to expect of the students experiencing conflicts at different levels and the likely impact on education.

Figure 2.1   Conceptual Framework

| DISCIPLINE METHODS IN THE COMMUNITY |
| HOMEWORK BEHAVIOUR AND STRUCTURE OF LEARNING |
| PARENT INVOLVEMENT AND PARENTING STYLE |
| SOCIOECONOMICS STATUS |

STUDENTS' ACADEMIC PERFORMANCE
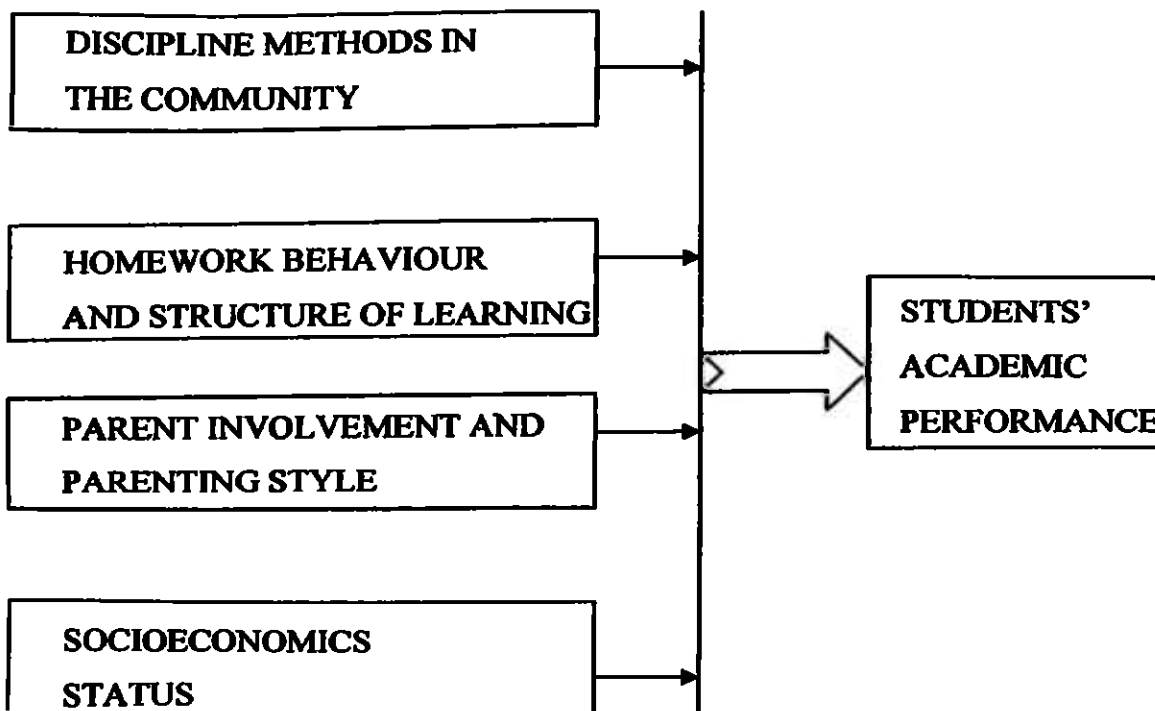
Source: Author's Compilation (2009)

2.3.3.   The Need for conflict resolution in Schools

Recent studies indicate that students benefit from the curriculum- integrated approach to teaching conflict resolution in multiple ways (Stevahn, Johnson, & Realm 1996; Stevahn, Johnson, Johnson, & Schultz, 1997; Stevahn, Johnson, Johnson, Green, & Laginski, 1997; Stevahn, Johnson, Johnson, Laginski, & O'Coin, 1996; Stevahn, Johnson, Johnson, Oberle, & Wahl, 1998). Three of the studies were conducted in Canada and two in the United States; three were at the high school level, one at the middle school level' and one at the primary level

(participants were kindergarteners, seventh-eight- and ninth-grades for a total of 364 students); three of the studies integrated conflict resolution training into English literature units, one into a social studies unit, and one into interdisciplinary thematic unit of instruction; all of the studies compared treatment versus control conditions (i.e. conflict resolution training integrated into academic curriculum versus the identical academic curriculum taught for the same period of time without conflict resolution); four studies randomly assigned students to conditions and one randomly assigned classes to conditions; four studies rotated teachers across treatment and control conditions; and all of the studies gave prepost- and retention measures on conflict resolution and academic achievement.

Compared to students in control conditions, students who received conflict resolution training integrated into the required academic curriculum; learned and retained knowledge of the negotiation steps; applied those steps to resolve conflict situations like those student face in school; choose to use integrative versus distributive approaches to negotiation in bargaining exercises when use of either approach was possible; expressed more positive attitudes towards conflict; scored significantly higher on academic achievement and retention tests aimed at assessing critical thinking and reasoning; transferred the ability to use the conflict resolution procedures learned in one academic discipline to analyze the meaning of material in a different academic discipline, which resulted in higher achievement across disciplines.

These findings indicate that the curriculum integrated approach to teaching conflict resolution is effective. Separate courses do not have to be added to what already seems to be an overcrowded curriculum in order to teach all students in a school conflict resolution procedures and skills. The academic curriculum provides an arena for continous, meaningful practice in diverse situations. Such practice enables over learning, which is necessary for the procedures and skills to become automatic habit patterns that guide behaviour in real conflicts. It also enables students to more rapidly make a transition from novice to expert.

Becoming a true expert in any domain requires the acquisition of an immense amount of domain- specific knowledge, much of which is obtained tacitly through experience (Wagner & Sternberg, 1985). Ongoing, frequent, varied practice provide the needed experience. Such practice is possible when conflict resolution training is integrated into academic disciplines such as language arts, social studies, and other subject areas that naturally contain an abundance of conflict and are required throughout one's school career.

Research findings further indicate that integrating conflict resolution training into academic coursework enhances achievement. Academic achievement has long been the primary target in education. In the social sciences and humanities particularly, teachers want students to be able to construct understanding about the underlying meaning of information, make inferences and interpretations through critical analysis and reasoning, and connect generalizations forged from academic material to contemporary issues.

Integrative negotiation and peer mediation procedures, when applied to conflicts in academic coursework, appear to help students achieve those outcomes. By applying the framework to conflicts in academic subject matter, students essentially climb into the hearts and minds of the storybook characters or historical figures by examining their underlying interests, identifying their emotions, reversing perspectives to better understand their alternative viewpoints, and thinking both divergently and convergent in the quest to invent and agree upon solutions that will maximize joint outcomes. More elaborate conceptualizations of the material emerge and memory in enhanced (Stevahn, 1997).

2.4   Conclusion

The need to make students aware of conflict through the academic curriculum is not a new idea, especially in English (Christernbury, 1995) and social studies (Pereira & Watkins, 1997). Neither is the academic goal of fostering competent

critical thinkers who can engage in high quality reasoning, evaluate bodies of information, and construct justifiable conclusions. While many instructional strategies have significant, positive effects on student academic outcomes (Joyce & Weil, 1996; Johnson & Johnson, 1989), none will equip students with the capacity to manage their own interpersonal conflicts constructively without extensive practice of procedures and skills.

Integrating conflict resolution training into the curriculum, therefore, must go beyond thinking and talking about conflicts, causes, solutions etc, solely at an intellectual level. Systematic, cumulative practice resolving conflicts also must occur. Academic coursework provides the substance for students to engage in such practice by role playing conflict-after-conflict in lesson-after-lesson in unit-after-unit, year-after-year. Structuring such practice makes all the more sense when the result is increased academic achievement. This ultimately play be key to the institutionalization and long-term maintenance of conflict resolution programs in schools because the history of innovation in education indicates that a program is more likely to be ignored and discontinued unless it is perceived to be an effective tool in increasing student achievement (Fullan, with Stiegelbauer, 1991; Fullan, 1993). More immediately, however, integrating conflict resolution training into academic coursework is a practical and feasible strategy for enabling all students in a school to learn how to manage conflicts constructively. Doing so promote student responsibility, ownership of behaviour, and greater participation in school-wide governance. Schools can become places where intellectual pursuits and the resolution of interpersonal disputes combine to enhance the quality of life and learning for everyone.

CHAPTER THREE

3.0 RESEARCH DESIGN AND METHODOLOGY

3.1. Introduction

This chapter presents an overview of the methods that will be used in the study. First, a description of the research design to be adapted in the study is made. The target population is described in terms of its major characteristics and the location of the study where the population is situated a suitable sampling method is highlighted including the data collection and analysis methods.

3.2 Research Design

This study will use both quantitative and qualitative methods. A descriptive survey design will be adapted to provide the overall strategy for data collection and analysis with a view to answering the research questions. Descriptive research will be incorporated to describe the current situation with regard to effects of conflict on the student's achievement in the target schools, in Laikipia West District. the rationale for using the Descriptive research is that it provides a description of the trends, conditions and status of current events and their implications in a population (Mugenda, 1999).

The study will also adopt a case study, employing exploratory qualitative design, with a view of providing an in depth collection and analysis of qualitative data which is expected to reveal the social perspective of conflict vis-à-vis the achievement of affected students in the target schools.

3.3 Target Population

The target populations will be the primary and secondary school students in Laikipia West District. Also, teachers as well as the school administration representatives will be selected to provide their experiential aspects of conflict factors and perceived effects on students' performance. The target population will comprise people who are currently subjected to an environment prone to social conflicts and associated factors. The sampling frame will be a register of students and teachers in the respective schools. the total number of schools in the district is estimated at 45 primary schools and 12 secondary schools. the number of teachers and school administrators in the target schools is estimated at 124.

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The unit of analysis is the primary source of data or information (Earl Babbie, 1992 and Shaughnessy J. et- al 2003). The units of analysis utilized in this study will be students, teachers and the school administration staff. The rationale for targeting them was that they are in a good position to explain accurately their current school performance constraints, anticipated future status and future requirements with regard to conflict management vis-à-vis the students' academic achievement.

3.4 Sample Design and Sampling Procedure

Since the study will be undertaken in primary and secondary schools in Laikipia West District, stratified random sampling will be used to select the students, teachers and the school administrators, which will include the head teachers, the deputy heads and school students. The rationale for using the sampling method is based on the heterogeneity of the population structure, by staff-student-administrators strata. The justification for a sample size of 20% is based on the homogeneous characteristics of the population units per stratum by the nature of their status, roles and operations in the schools. Selection of the sample will follow the guidelines set forth in the sample design in table 3.1.

Table 3.1. Sample Design

Population components in Nairobi	Number of units the population	% of the total	No. of units in the sample
School Administrators	48	2	10
Teachers	124	4	25
Students	2,246	94	450
TOTAL	2,418	100%	484

Source: Laikipia West, District Education Office (2009).

3.5 Data Collection Methods and Procedures

Primary and secondary data will be used to provide a comprehensive picture of the problem in question (Earl Babbie, 1992 and Shaughnessy J. et al 2003). The researcher will collect both forms of data from questionnaires, interviews, observation and content/document analysis.

The main instruments of data collection will be semi-structured questionnaires.

The questionnaires will be self- administered to enable respondents within the Laikipia West district to respond promptly. The researcher- guided interviews will be conducted among some teachers and administrators. Internal school records will be sought to supplement the primary sources of data and reinforce observation of conflict related factors and student academic achievement in the schools. Other sources of secondary data will be obtained from the national statistical abstracts. This data is expected to provide documentary evidence to enable the researcher to conduct content analysis of government interventions in schools to reinforce conflict management and achievement.

3.6 Validity and Reliability of Instruments

To ensure achievement of validity of data and results, the researcher will conduct a pilot study on a sample of 20 respondents selected from the target population. The pilot/ pre-test will be used to refine the quality of the questionnaire as well as familiarize with the researcher instruments and approach. A pre-test can assist in determining the accuracy, clarity and consistency of the instruments (Earl Babbie, 1992 and Shaughnessy J. et-al, 2003). In this way, it will enhance the validity and reliability of the instruments. After a pre-testing and revising, the data collection instruments, the actual fieldwork activities will follow soon. The researcher will collect the filled questionnaires and conduct data processing in preparation for the final analysis. This will involve coding and listing the number returned.

3.7 Data Analysis Procedures

Quantitative and qualitative analyses will be used. In quantitative analysis, descriptive statistics will be employed. This will include measures of central tendency, measures of variations and percentages. The data will be presented using tables and charts. Textual data from the field will be subjected to qualitative analysis.

CHAPTER FOUR

4.0 DATA ANALYSIS AND PRESENTATION OF RESULTS.

4.1 Introduction

This chapter provides accounts of the study findings on how the conflict situation in Laikipia West District has greatly affected the education system. First, the chapter highlights the effects of the conflict situations on the performance of boys and girls. Second, the study has established the extent to which parent involvement in a student's education has been affected by the inter-ethnic conflict in the district Third; the study has established effects of parent's socio-economic status as a result of conflict, on the performance of students, and lastly how the family environment at home has affected student's performance in the district.

4.2 Sample Characteristics and conflicts

The considerations put in place while administering the questions was gender.

Table 1: Gender and performance

Sex	Percentage
Male	60%
Female	40%
Total	100%

Source: Survey data

The highest population of students was drawn from male students. This group of male represented the majority (60%) of the students in the area. This is explained by the findings done in conflicts prone areas on girls and schooling that most of the children (girls) who used to attend school on the conflict struck areas never continued with their education due to lack of the basic needs. Others left, dropped out of school in order to take care of their (ailing) parents who developed complications as a result of the conflicts (Kinyungu C. Daily Nation 16th June 2005). Girls have always been adversely affected by inter-ethnic conflicts in

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Laikipia West. This is going to aggravate the already observed situation of poor performance by girls in the district in the literature.

It is notable that education enhances the ability of a person to reason and look at issues more critically and intelligently. However, continued inter-ethnic conflicts in Laikipia West deepens problems in education especially among the girls. The enrolment for the students in general has gone down in the area as the year progresses as evidenced in Ol Moran Secondary School, where it has reduced steadily from 50% in 2007 to 35% in 2009.

Of the interviewed students, more male students (55%) felt happy to be in school than girls (45%). The male students were keen to achieve their dream goals of pursuing higher career pursuits than girls. The male students believed that being in school would enable them improve their community when they become future leaders, as well as pursue their personal dreams in life. Most girls were uncomfortable to be in their learning institutions as they indicated that it does not adequately favour the needs of a girl child to learn adequately. This is to imply that the female students given an opportunity elsewhere; they would happily enjoy the learning process. It is believed that the above trend has largely been contributed by poverty related to conflict, which has a direct impact on the existing economic activities.

Conflicts situation has been the greatest impediment to education developments in Laikipia West especially the boy student. Many boy students indicated that they had even been involved in a conflict related activity in Laikipia West District. According to the statistics presented 76% of the boys students engaged in one form of conflict related activity as compared to their girls' students who were represented by 24%. The conflict related activities ranged from crime, banditry, cattle rustling, inter-communal conflicts, handling small arms and physical fights among the students as well as the inter-community and intra community (CCK, 2005).

These kind of conflicts related experiences faced by the boys are not necessarily inter-ethnic but primarily seen as ethnic based by many observers. They occur at different levels, society or community level arid at inter-community level.

Conflict is perceived as opposition of needs, values and interests. A conflict can be internal within oneself to individuals. (Thomas and Kilman 1976). Conflict as a concept can help explain many aspects of social life of the students such as social disagreement, conflicts of interests, and fights between individual students, groups, or organizations.

In political terms; 'Conflict' can refer to wars or other struggles, which may involve the use of force as in the terms of armed conflict. Without proper social arrangement or resolution, conflicts in a social setting like homes, schools or villages can result to stress or tensions among stakeholders who may include students. When an interpersonal conflict does occur, its effect is often broader than for the two individuals involved and can affect many associated individuals and relationships, in more less adverse and sometimes even humorous way (Collins, 1971). This explains why students reported being involved in one form of conflict related activity.

These conflicts related activities have adversely affected school attendance of many students as reported (See Table 2).

Table 2 Effects of conflicts on School attendance

Effects of conflicts on school attendance	Percentage
Loss of lives of other students	10%
Discplacements	20%
School drop outs	40%
Economic draw backs	5%
Hatred	14%
Family Break Down	11%
Total	100%

Source: Survey data

Most of students (40%) indicated having left school as they ran to safe places during the recent ethnic conflicts that have been experienced in the area. Others were forced out of school as their parents could not afford to pay for their school fees at school. This happened while others continued with their learning in other parts of the country. Most affected of the students were girls while the boys had to stay around and protect the family assets. One of the key informant pointed out that, there has been instances where boys have been recruited to participate in inter-ethnic related violence.

Child armed conflict situation is raising in Kenya. Some students were reported to be recruited compulsory, forcibly or voluntarily by armed groups. Very often they are forcibly abducted by troops at schools, on the streets or at home. In some instances, children voluntarily joined groups due to manipulation, poverty and discrimination or for daily food survival. Some children joined conflicts to "avenge" for the deaths of their families killed by the adverse party of conflict. Some schools were closed hence paralyzing learning in some of the schools in Laikipia West, this was supported by some of the respondents. There are instances where loss of life (10%) was reported as a result of the conflict related activity.

Students lost lives in one way or the other not necessarily from one ethnic group but included almost all the ethnic compositions. The exact number of students killed was not determined. On the other hand, displacements during Laikipia West conflicts have been experienced as people ran away from the conflict areas to safety areas. 20% of the students reported having at some point been displaced from their original homes as a result of conflict, forcing them to temporarily abandon schooling. This is in line with the findings by CCK (2005 and 2006) reports on conflicts situations in Kajiado and Baringo that have adversely seen the education system go down in the areas.

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Hatred on its part creates animosity among students especially those directly involved in inter-ethnic conflicts by the rival communities or students. This is a case where a number of students (14%) refer to each other as enemies and not neighbours as observed in the study findings.

Children do not come to the classroom as blank slates. They bring with them the attitudes. Values and behaviour of their societies beyond the classroom walls. In this context of varying conflicts, even the early research in contemporary social sciences indicates that children who show fewer acceptances of other groups tend to be more constricted., cynical, suspicious and less secure than children who are more tolerant (Adorno, Frenkel-Brunswick, Levinson and Sanford 1950). Prejudiced children are more likely to be moralistic, to dichotomize the education in ethnicity, to externalize conflict, and to have a high need for definiteness (Allport 1954). Under conditions of inter-ethnic tension and conflict, such characteristics unavoidably find their way into the classroom and must thus be taken into account if peaceful education has to be realized.

In Laikipia, for example, the ethnic chauvinism and stereotyping that are rampant outside the classroom find their way into the classroom. This exacerbates an inter-connected and socially corrosive dynamic inside and outside school walls, thus heightening the levels of conflicts. Majority (67%) of the students indicated to have it difficult discussing with students outside their homes (see table 3).

Table 3 Discussion with students from other language speaking communities

Students' response	Percentage
Yes to the discussions	33%
No. to the discussions	67%
Totals	100%

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Reasons why ethnic conflict leads to difficulties to students' shared discussions

It leads to disagreements outside the class	14%
Parents refusal and warning against it	21%
Continued rivalry between the respective communities outside school work	22%
Others	10%
Total	**100%**

Source: Survey data

It was evident that most parents were against their children interacting with the other children from the other communities and especially the rival communities. Parents were playing a key role in controlling the extent of interaction and permeability of the different communities. However, if the border between schooling and society was indeed permeable, it opens up the possibility that students may carry non-confrontational and tolerant attitudes from the classroom into the broader community. Just as teachers may be role models to the students they teach, so students may play an active role in shaping the attitudinal and perceptual environment beyond the walls of the school.

4.3 Homework and Learning Styles

Parents expected to provide advice or help in handling homework for their children. They are expected to address the conflicts encountered by the children over homeworks. Providing effective guidance, requires understanding of potential factors that may be contributing to a Child's difficulty with homework or school, and parental frustration.

A parent is expected to assess if a child is organized. Where parents are to check organization, a parent is expected to see if a child has a learning disability, academic skills deficit, a language disorder, or mental retardation. It is also wise for a parent to understand if a child has any psychosocial or family problems or

has a child lost the motivation to do well in school, or understand the attitude of the peers towards school and homework and so on.

In the study, parents had minimal involvement in the child's homework activities. When the students were asked, who assisted in their homework, 20% reported their parents i.e. mother 7% while father as 13%. On the other hand, elder siblings and other relatives played a key significant role in helping the children during homework. 40% were assisted by their elder siblings while, 25% were assisted by other relatives. 10% had to rely on their friends to do homework given at school; while in the case of the remaining 5%, claimed to have no homework at all (See Table 4).

Table 4 Parental involvement in homework

Who assists in Homework?	Percentage
Mother	7%
Father	13%
Elder siblings	40%
Other relatives	25%
Friends	10%
No homework	5%
Total	100%

Source: Survey data

Little parental involvement in their children's homework might have contributed to their children's enhanced difficulties in doing homework. Many of the children reported to have some form of difficulties while doing their homework. Others that lacked assistance from their parents (63%) reported difficulties, 15% of the students claimed of time involvement as a constraining factor while, 12% had no lights at home and 10% of the students complained of home environment not being very friendly. This is to imply that, an unfriendly home environment was one that was likely to have cases of rampant domestic violence, or characterized

by poverty where basic needs are not readily available to the students. These findings were formed by (Foster et al., 2005) argument that the frequency with which parents read to their child was linked to higher scores in language and numerical skills. In addition children who visited the library with their parents gained slightly higher scores in learning skills. Parental involvement in a child's education has a direct correlation to the child's cognitive abilities and socio-emotional development which affects a child's learning abilities.

It was also evident in the study that, most of the students usually do not have discussions while doing their homework at home. Surprisingly according to the findings, the number of students who agreed of having discussions at home while doing their homework did so with the assistance of their relatives and any one who was willing to help. As much the students, had very few discussions, they were unwilling to discuss with the students who spoke other languages although the margin way very minimal. According to the findings, 56% claimed not to be ready to discuss with the students from other communities compared to the 44% who were ready. The reasons given were somehow related to the conflict situation that has shaped the settlement pattern in the area.

The ways of living in Laikipia West had been largely influenced by inter-ethnic conflicts and has made it difficult for children to easily socialize with the other children outside the school environment. This was supported by the fact that majority (60%) of the students felt that the attitude developed towards their peers from the other communities was largely due to the continued post conflicts tensions in the area.

Despite the prevailing environmental conditions influenced by conflicts, 80% of the students indicated to be happy to be in school, compared to 20% who were not. This is encouraging in the sense that they are making efforts towards learning and improving their performance despite the prevailing circumstances. Thus, ratings of their performance given were very promising.

Figure summary of the findings between, difficulties to doing homework, and those having discussions and overall performance rate of individual students and those happy with schooling.
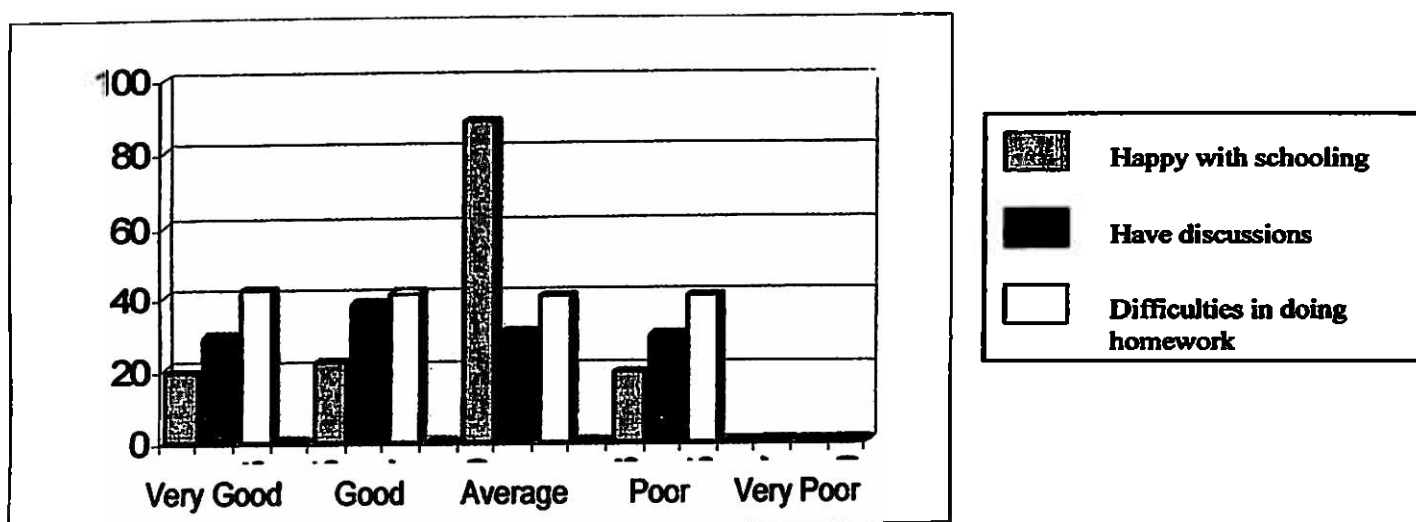
It was ironical from the cross tabulation of the various findings that, the students with difficulties doing their homework, were seemingly happy with their performance as illustrated in category one of very good as the overall rate of performance. The same situation applies to the category of those claimed to be average in their overall performance, almost 93% claimed to be happy with their performance. This points to the extent, the level of interventions is needed to be put in place to improve on the already dwindling education in the area.

4.4   Parental Socio-economic status and involvement in students education

When asked what their parent's ethnic background was most of the students were not able to identify the right parent's ethnic affiliations. Some indicated the district of origin and not the ethnic background. The section was largely left unanswered.

Figure showing the ethnic identities versus the religious of the parents
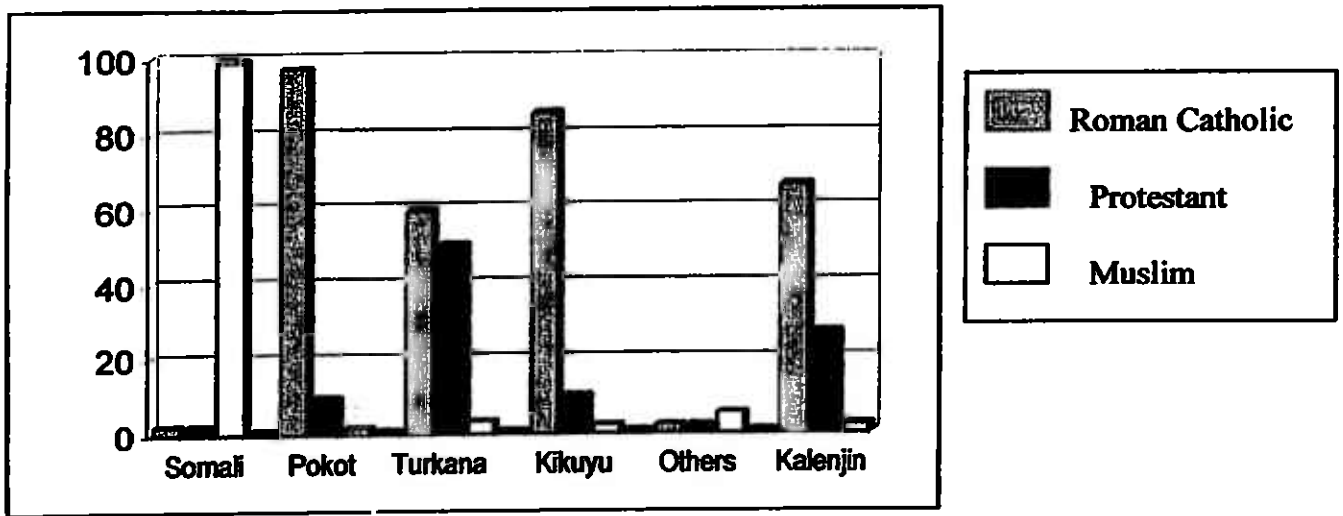
From the study, it was evident that the majority of the parents' populations in the schools are Roman Catholics and Muslims.

On the other hand, most of the parents are reported not to have gone to school. However, it was evident that most of the parents who have attended schools were the mothers (38%), compared to the fathers (20%). A parent's education is likely to determine the attitude the children will develop towards schooling. If a parent does not inspire a child to go to school, then the child's performance will go down. A case was given of Ol Moran where around 500 children of school going age hung at home with their parents without going to school.

Parent's level of education
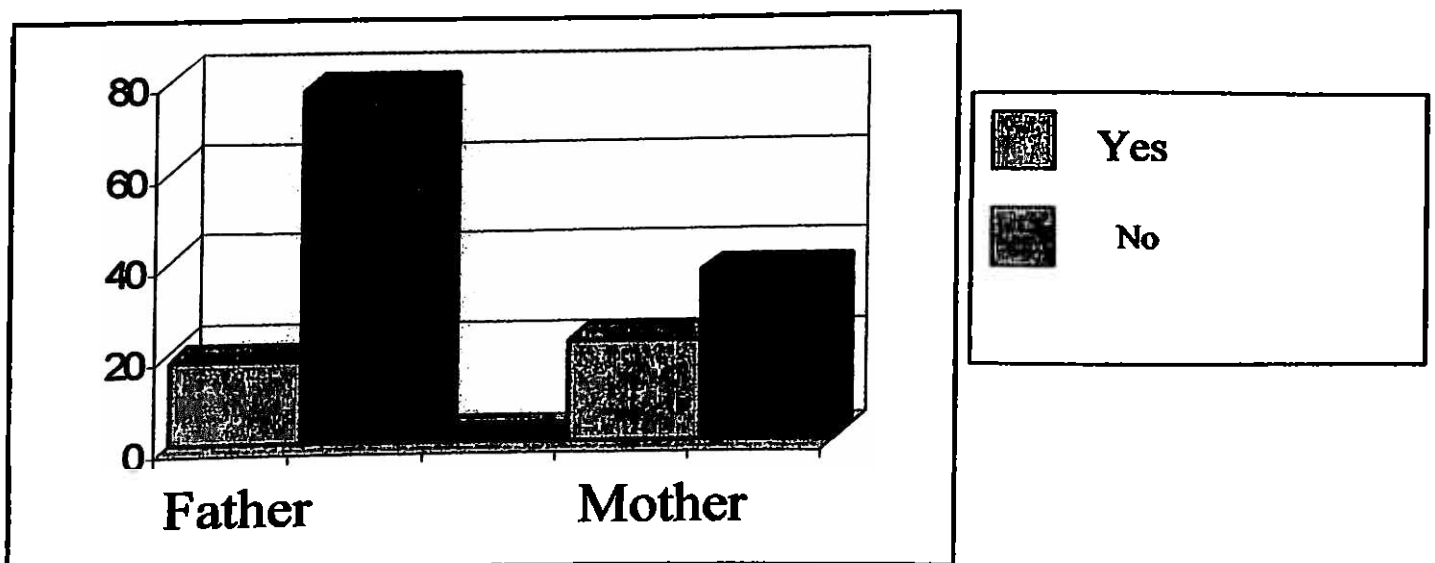
The most economic activity that is practised by the parents is farming. The nature of farming is small scale, where the activities of farming are held on small farms that are often considered econimcally unviable.

4.5. Conflict Environments on student's academic performance

Majority of the students reported having experienced one form of ethnic tension while in school. It has largely affected their academic performance in the sense that they have not been going to school, some have had to stay away from home for fear of attacks thus having to miss schooling. The fact that the children were aware of the tension as explained in the case Meregwit Primary, only 4 students were able to sit for the K.C.P.E. exams in 2007, and they only scored below 200 marks.

Key findings from Ol Moran primary indicated that, as a result of these conflicts, boys' performances especially in upper classes were low. This was because most of the times the boys were sent home from school. The situation was even worse for the boys from the Samburu and Pokots who no longer attend classes as they were more involved in war activities.

On the part of the teachers, during conflicts they panic whenever they hear of it around the neighbourhood. Teachers have had to get transfers to secure places. This in turn has affected the performance of the students. On the other hand, performance in Laikipia West had largely been affected by conflicts in the sense that students have very low concentration in class due to fear of imagined attacks. The schools attended had very few facilities as most schools had few classes, implying that they had 10 classes instead of the expected 14 classes. In some instances they had no sitting facilities because almost all of them were destroyed or stolen during the conflicts that once existed. Parents could not also afford to buy the facilities as their rates of income was very slow.

As a result of the conflicts in Laikipia West, no much development has taken place inform of infrastructure. This was because most of the people were unsettled due to the attacks. They keep moving from place to place, thus the entire infrastructure in the place is semi-permanent and thus unconducive for learning.

There was a lot of shooting that goes around day in day out affecting the learning progress that is supposed to go on smoothly. As for most of the boarding schools, all the teachers are non-residents. As they did not settle in schools due to lack of security. More so, the teachers were less because teachers did not like teaching there because of insecurity. Transfer rates were very high.

CHAPTER FIVE

5.0 CONCLUSIONS AND RECOMMENDATIONS FOR FURTHER RESEARCH

5.1 Conclusion

Inter-ethnic conflicts situation in Ol Moran, Laikipia West has led to rampant cases of internally displaced persons (IDPs), i.e. those persons who were displaced within their own borders as opposed to refugees who had crossed an internally recognized border. Most students had reported a case where they had been displaced. These children were in need of immediate assistance and protection. In some social and cultural context, girls were less valued than boys and consequently were more often subject to abuse and neglect. Girls also faced additional risks e.g. sexual violence and rape as a result of the looming conflicts. Adolescents had special needs because of their vulnerability to exploitation and recruitment to conflicts. Children often lose their role models in conflict situations thus making it more difficult to remain academically focused. Under normal circumstances parents provide the primary role model for their children, contributing significantly to the development of their identities and to their acquisition of skills and values. Children's roles also change in conflict situations, if one parent is missing, children are forced to take on adult responsibilities. As a result, the children's development role is neglected because of overwork or lack of opportunities to play or attend school. On the other hand the uprooting disruption and insecurity inherent in Laikipia West is more likely to continue to harm the children's physical, intellectual, psychological, cultural and social development.

It was evident that conflict has had a direct effect on education in Ol Moran Division. Schools had been closed down due to attacks. For instance, Gathanji, Arasero, Mwiren, Pero and St. Joseph have had to close down indefinitely as a result of conflict. The syllabus coverage lagged behind in the division. There were fewer (16) schools in the divisions compared to other divisions, among these

schools one is a secondary school. The neighbouring Division Sipili has 24 primary schools and 4 secondary schools. While Ng'arua Division has 32 primary schools and 10 secondary schools. Measures need to put in place to address the looming problem.

5.2 Recommendations for Further Research

Inter-ethnic conflicts often have a devastating impact on children's education. In this case, both formal (school) and non-formal (home) education structures are corroded, communities displaced and fragmented and educational inputs threatened as a result of prevailing conflicts situations. Maintaining a sufficient educational system in a conflict area, recruiting educators or teachers and ensuring that they are properly trained and remunerated becomes a challenge; physical structures may also be affected, and may not be safe environments for learning. This combination of factors may significantly reduce the quality of education offered by learners.

Inter-ethnic conflicts in the district have a historical attachment, which must be followed in the attempts for sustainable peace. If the history of the conflicts is not dealt with first then other efforts put in place to address the threatening progress of the education system will be null and void.

The conflict situation in the district has brought about varying number of draw backs on the education's' system as illustrated in the literature. First to begin with, it is evident that parents play an important role in ensuring that their children attend school. Most of the parents have been in one way or the other been influenced by the inter-ethnic conflicts no a great extent. The parents are adapting to socio-cultural practices that prohibit the effective participation of girls and boys in education, by violating the children's rights to education. In such disadvantaged families and home environments, day schools for the children are inappropriate because children have to endure the unfriendly home environment. Thus it is important to provide targeted boarding schools in such areas prone to

inter-ethnic violence especially for girls in order to retain them in school. Others have dropped out of school in order to take care of their sick parents who developed complications as a result of the conflicts.

On the other hand, the literature pointed out the manner in which the school environment could as well discourage children from attending school as a result of the effects of inter-ethnic situations. As indicated, most of the children who used to attend school on the conflict struck areas have never been able to attend or continue with their education due to lack of basic needs.

Secondly, often the pastoralist's areas and especially the parts of Laikipia West are characterized by communities that had to move from one place to another in search of pasture. These environments of pastoralist coupled with inter-ethnic conflict worsens the pattern of school attendance making it difficult for most of the children in the community to attend school. In order to ensure children get education within the communities it is important to develop and enhance a system that accommodates pastoralist's lifestyle as well as the existing inter-ethnic conflicts. Otherwise, it is going to be difficult for the children to attend school, while they are expected to herd animals and more so, to attend schooling while they are being nurtured to become warriors and protect the interests of their communities.

Conflicts bring about high levels of poverty in any given area. So many people loose a lot of their property during conflicts. The situation has been experienced in Laikipia West with many school going children unable to be retained in schools as a result of the looming poverty levels. Unless the government addresses measures that entails school feeding programmes, attracting children to school and retaining them is going to be difficult. The initiative will improve both access and retention and therefore lead to a better performance in examination, especially among the socio-economically disadvantaged and nutritionally vulnerable children and parents.

It has been pointed out elsewhere that through this programme, there has been substantial increase in enrolment by 84 percent in a number of districts affected by inter-conflicts in Kenya (Wainaina, 2006). As a result, there has been reduced hunger, improved attention and cognitive ability of the children and enhanced enrolment of the girl child. That is to say that, with promotion of school feeding programmes in conflict prone areas like the Laikipia West, pupil attendance is likely to improve in most schools with a reduction in school dropouts. Promotion of good health plays a critical role in the performance of children in schools.

In rebuilding education systems in any post-conflict situation like Laikipia West, there is a unique opportunity to approach the process in an integrated manner. According to ISNESCO, rebuilding of education system in a conflict area is typically undertaken in a piecemeal fashion, but educators should seize the opportunity of reconstruction to develop, revise and improve educational components in a holistic manner. Holistic in this sense implies that attention should be given to both school and none school environment.

Thus, in an effort to promote quality education and provide a forum for dialogue on such issues in education, the UN Educational, Scientific and Cultural Organization (UNESCO) piloted in 2005 requires that when discussing educational needs, and how they need to be developed, it is critical to remember that learning takes place both at school and the home environments, and that both environments must be conducive to the learner's needs (Piggozi, 2004). This implies that a parents' level of involvement in a child's education will weaken during the times of conflicts. The concepts of quality education, which requires the need to develop skills among learners/students and the community at large, should be promoted. This is towards promoting quality education as one of the child's universal rights-based values.

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APPENDIX ONE

<u>STUDENT/SCHOOL'S QUESTIONNAIRE</u>

Questionnaire No.

INTRODUCTION

My name is Grace Kinyua. I am a Post Graduate Student at the University of Nairobi pursuing Masters Degree in Education. My project paper is on the effects of Inter-ethnic conflicts on academic performance of students in schools among the pastoralist communities in Kenya, a case study of Laikipia West District, Ol Moran Division. This study will enable us understand how the conflict situation in the area is affecting education performance in the District. I would really appreciate your participation in this study because your views are very important. Whatever information you provide will be kept strictly confidential and will not be shown to any other person. The interview is likely to take about 40 minutes.

PART A S/NO	SCHOOLS/STUDENT'S PROFILE	
A1	Name of school	....
A2	Name of student	....
A3	Class/Form level e.g. Class 6, 7 or Form 3, 4	....
A4	Do you stay in Ol Moran Division?	If the answer is 1. ( ) Yes...........Continue Answering Questions 2. ( ) No Stop Interview

PART B	GENDER AND PERFORMANCE	
B1	What is your sex?	1. ( ) Female 2. ( ) Male
B2	Are you happy to be in school?	1. ( ) Yes 2. ( ) No Explain your answer..................... ....
B3	Have you ever been involved in any conflict related activity?	1. ( ) yes 2. ( ) No
B4	If yes, how did it affect your school attendance?	....
B5	What kind of conflict made you stay away from school?	....
B6	Have you ever been directly affected by inter-ethnic fights in Ol Moran	1. ( ) Yes 2. ( ) No
B7	If yes, how did these fights affect you?	1. ( ) Displaced 2. ( ) Separated from family 3. ( ) Physical injured 4. ( ) Taken to war to fight 5. ( ) Traumatized by sexual violence and rape 6. ( ) Left with a family to care of 7. ( ) Taken to look after livestock 8. ( ) Other reasons (specify)...................... ....

PART C	HOME WORK AND LEARNING STYLES	
C1	When given homework, who assists you with it?	1. ( ) Mother 2. ( ) Father 3. ( ) Elder siblings 4. ( ) Other relatives 5. ( ) Other specify...............................
C 2	What difficulties do you have while doing homework?	1. ( ) No time/occupied by other duties 2. ( ) Lack of assistance from parents 3. ( ) Home environment not friendly 4. ( ) No lights and study materials 5. ( ) I do not like homework 6. ( ) It is too difficult 7. ( ) Other specify...............................
C3	Do you have discussions while doing homework at home (in the neighbourhood)?	1. ( ) Yes, more often 2. ( ) Never had discussions 3. ( ) No, we do not associate with other students 4. ( ) Yes, but with my relatives 5. ( ) Yes, with any one willing to study
C4	Would you discuss with students who speak a different language from you?	2. ( ) Yes 2. ( ) No
C5	If no, do you think ethnic conflicts have a role in this?	Explain your answer...............................
C6	How can you rate your overall performance?	1. ( ) Very Good 2. ( ) Good 3. ( ) Average 4. ( ) Poor 5. ( ) Very Poor
C7	Are you happy with your performance?	1. ( ) Yes 2. ( ) No
C8	If no, do you think ethnic conflicts have a role in this?	1. ( ) Yes 2. ( ) No
C9	If yes, what do you think your parents should do to improve on this	Explain your answer...............................

PART D	PARENTAL SOCIAL- ECONOMIC STATUS AND INVOLVEMENT IN STUDENT'S EDUCATION	
D1	What is your parent/parents ethnic background?	Mother.. Father:..
D2	What is their religion? Mother	1. ( ) Muslim 2. ( ) Protestant 3. ( ) Roman Catholic 4. ( ) No religion 5. ( ) Other specify ....
	Father	1. ( ) Muslim 2. ( ) Protestant 3. ( ) Roman Catholic 4. ( ) No religion 5. ( ) Other specify ....
D3	Did any of your parents go to school? Mother	1. ( ) Yes 2. ( ) No
	Father	1. ( ) Yes 2. ( ) No
D4	What kind of economic activity is your parent (s) engaged in? Mother	1. ( ) Teaching 2. ( ) Nurse 3. ( ) Businessman/woman 4. ( ) Small scale farming 5. ( ) Large scale farming 6. ( ) Livestock farming 7. ( ) Doctor 8. ( ) Other Specify............................... ....
	Father	1. ( ) Teaching 2. ( ) Nurse 3. ( ) Businessman/woman 4. ( ) Small scale farming 5. ( ) Large scale farming 6. ( ) Livestock farming 7. ( ) Doctor 8. ( ) Other Specify............................... ....
D5	Do you get all the study materials you require in school?	1. ( ) Yes 2. ( ) No
D6	If no, do you think ethnic conflicts have a role in this	Explain your answer.................................. ....

PART E	EFFECTS OF CONFLICT ENVIRONMENT OF STUDIE'S PERFORMANCE	
E1	How do you rate the conflict environment in relation to study?	1. ( ) Very Good 2. ( ) Good 3. ( ) Average 4. ( ) Poor 5. ( ) Very poor
E2	Do you experience any form of inter-ethnic tensions while at home?	1. ( ) Yes 2. ( ) No
E4	How does this conflict environment affect your academic performance	....
E5	What do you want done to improve your conflict environment so that you can study well?	....

APPENDIX TWO

Teacher administrator Interview Guide

1. How has inter-ethnic conflict affected the performance of boys in relation to girls in this Division

2. Are Children aware of the obvious factors, which generate ethnic tension such as language, colour, prejudices, other biases etc.

   Has this awareness affected their study in any way?

3. How are the students' enrolment rates   Boys: _____

                                                      Girls: _____

   Did it increase or decrease as a result of conflict situations?

4. How many children have died or dropped out of school due to inter-ethnic conflicts?

                                                      Boys: _____

                                                      Girls: _____

   Are there cases of children recruitment as warriors to participate in the conflicts?
   How many children have been made homeless by these conflicts?

                                                      Boys: _____

                                                      Girls: _____

5. Does conflict environment have any impact on student's performance?

                                                      Boys: _____

                                                      Girls: _____

6. How is student access to education resources in this division compared to the neighbouring schools in other division not affect by conflicts?

7. Has ethnic tension affected parents involvement in student's learning in any way? Explain how and why

   Do parents fail to attend meetings?

   Do they contribute towards schools development projects?

   Do they support students emotionally and psychologically?

8. Have there been cases of girl child pregnancies as a result of rape, early marriages with reference to conflict?

9. How has the student's homework behaviour been affected as a result of ethnic tensions caused by conflicts at home or in school?

10. Do students sometimes portray classroom hostility as a result of conflict?

11. Are teachers affected by ethnic diversity in any way?

    How many teachers died as a result of conflicts

    How many have transferred as a result of fear of attack?

    How has conflict impacted on teacher's ability to render education services?

Thank you.