INFLUENCE OF INT`ER-ETHNIC CONFLICT ON GIRLS' PARTICIPATION IN PRIMARY EDUCATION IN SAMBURU CENTRAL SUB-COUNTY, KENYA

By

Jayne Warwathia Chege

A Research Project Submitted in Partial Fulfillment of the Requirement for the Degree of Master of Education in Education in Emergencies.

University of Nairobi

2014

DECLARATION

This research project is my original work and has not been presented for a degree in any other university.

_____

Jayne Warwathia Chege

E55/81092/2012

This proposal has been submitted for examination with our approval as University Supervisors.

_____

Dr. Caroline Ndirangu

Lecturer

Department of Educational Foundations

University of Nairobi

_____

Dr. Daniel Gakunga

Lecturer

Department of Educational Foundations

University of Nairobi

DEDICATION

This work is a special dedication to my loving husband Samuel Mathiaka, our daughter Jasmine Njoki, and to my dear Mother Mary Wambui.

ACKNOWLEDGEMENT

TABLE OF CONTENT

Page

CHAPTER ONE

INTRODUCTION

CHAPTER TWO

LITERATURE REVIEW

CHAPTER THREE

RESEARCH METHODOLOGY

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, AND INTERPRETATION

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

LIST OF TABLES

LIST OF FIGURES

Page

ABBREVIATIONS AND ACRONYMS

ASAL   Arid and Semi- Arid Lands

EFA   Education for All

FPE   Free Primary Education

FAWE   Forum for African Women Educationalists

GER   Gross Enrolment Rate

GoK   Government of Kenya

HCT   Human Capital Theory

IDPs   Internally Displaced Persons

IMF   International Monetary Fund

INEE   Inter Agency Network for Education in Emergencies

IOEA   Institute of Economic Affairs

KNBS   Kenya National Bureau of Statistics

MDG   Millennium Development Goals

MSEE   Minimum Standards in Education in Emergencies

UDHR   Universal Declaration of Human Rights

UNCRC   United Nations Convention on the Rights of the Child

UPE   Universal Primary Education

UNICEF   United Nations International Children Education Fund

ABSTRACT

This study investigated the influence of inter-ethnic conflict on girls' participation in primary education in Samburu Central Sub-County, Kenya. The research was guided by the following objectives: To establish the extent to which violence; displacement; destruction of schools' physical facilities influences participation of girls in primary education in Samburu. It also sought to establish the coping mechanisms of primary school girls' in Samburu Central Sub- County if any and also find out the ways in which their participation could be improved. It adopted a descriptive survey research design. The target population was all the 20 primary schools in Samburu Central Sub-County, with 20 head teachers, 370 teachers and 1050 pupils. The study used all the schools thus all the 20 head teachers participated. Simple random sampling was used to sample 30% of the teacher and pupils thus 135 teachers and 315 pupils were the research sample. Questionnaires were used to collect data from the respondents, while collected data was analyzed both qualitatively and quantitatively.

The research findings revealed that majority of the respondents, 55.6 percent head teachers, 53.7 percent teachers and 72.9 percent pupils indicated that the area is affected by inter-tribal conflicts from time to time that interfere with the livelihoods of the residents. All the respondents indicated that girls in their schools had been attacked on their way to school, confirming the prevailing insecurity in Samburu County that is likely to influence girls' participation. Nevertheless, girls drop out of school after being attacked on their way to school, while those that still continue with education have lowered academic performance and self-esteem, revealing that girls are more vulnerable during conflict than boys thus reducing their participation.

The study further revealed that displacement affects the participation of girls in primary education negatively as schooling schedules are interrupted when families move to safety. The teachers suggested that girls are safer in school thus construction of boarding schools was highly recommended by majority of teachers, 53.2 percent, since pupils will remain in the secure enclosure of the school thus protecting them from insecurity as they commute to and from home. All the heads of the schools indicated that their schools have been affected , in one way or the other during the inter-ethnic conflicts by suffering losses as classes are burnt, school supplies looted and books destroyed. When school facilities and resources are destroyed, learning during and after conflict is disrupted thus participation is lowered. Destruction of school facilities and displacement comes hand in hand since school structures are worst destroyed by fleeing families and schools are not capable of repairing destroyed structures, thus learning is crippled.

The findings of the study concluded that gender inequality which is deep rooted in the society exclude girl child from education though security is the platform for all other problems that hinder participation in education especially for the plight of the girl child.

 In the light of the study findings and conclusions the study recommended that; the government should put in place measures to intensify security in the region especially through disarmament of illegal weapons, and also put up police posts to fight the rising security threats. Sensitization of the public on the importance of community unity in national levels would reduce inter-tribal conflict since the communities will regard members of other ethnic tribes as fellow citizens. The researcher proposes further research on the contribution of boarding school program on girl participation in education.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

The Universal Declaration of Human Rights (1948) and the United Nations Convention on the Rights of the Child (UNCRC, 1989) both state that all children have a right to education. This is underscored by the current Education for All (EFA) initiative, which seeks, by 2015, to ensure that "all children, particularly girls, children in difficult circumstances, and those belonging to ethnic minorities, have access to and complete, free and compulsory primary education of good quality." (Inter- Agency Network for Education in Emergencies, 2004). However, issues of content, quality, and safety persist, and access to education continues to be a particularly difficult challenge for war-affected children, and youth.

Pastoralism is a major economic production strategy in which people raise herds of animals, mostly in arid and semi-arid lands (ASALs). ASALs cover about 80 percent of Kenya's landmass and support about a third of the country's human population and 70 percent of the national livestock herd. The highest livestock populations are held by the Turkana, Samburu and Pokot pastoralists (Government of Kenya, 2010). Pastoralists reside in over 21 countries across the African continent. Many of these communities are affected by conflicts. Between 15 million and 25 million of the estimated 100 million of out-of-school children are nomads and pastoralists. It is estimated that there are between 25 million and 40 million of school aged children living in nomadic or pastoralist households of whom only between 10 percent and 50 percent attend school. While rates

of enrolment and completion of basic education for pastoralist boys are extremely low, the rates for girls are dismal (INEE, 2004).

Complex emergency factors such as inter-ethnic conflicts, internal displacement and drought alienate girls more than boys. Low rates of participation are also strongly influenced by mobility of pastoralist families. Approximately 2 million people are affected by conflict either directly or indirectly in Kenya a majority being pastoralists (Government of Kenya, 2010). Pastoralists are some of the most marginalized people in Kenya, often having virtually no say over the changes that are impacting on their lives. Pastoralists derive their livelihoods mainly from natural resources. However, reduced access to these resources, in particular, land and water, has increasingly put pastoralists under intense pressure. As a result, they are increasingly finding themselves fighting for their survival (Sommers, 2002).

Conflict constitutes a major obstacle to the achievement of Education for All (EFA) and the Millennium Development Goals (MDGs), especially the sector goals of universal completion of primary education and achievement of gender equality in primary and secondary education. The effect of violence on a child's education is of particular concern because of the critical role that education plays in increasing human capital and productivity. Factors that limit girls' educational opportunities in stable contexts often intensify in crises (World-Bank, 2005). Moreover, physical boundaries cutting across traditional migratory routes and wars in neighboring countries continually bring increased problems in accessing traditional grazing resources. Weapons entering Kenya from neighboring war-torn countries are making raids increasingly dangerous and

sophisticated. In addition to the traditional raiding, conflicts in the region have now taken an economic and political perspective (Buckland, 2005). There are rife allegations that the economically powerful people are funding livestock thefts and politicians are encouraging conflicts to flush out would be supporters of political opponents from their political turfs (Shemyakina, 2011). The above factors have compounded and complicated the whole conflict management process, especially when remoteness and the nomadic nature of the pastoralists are taken into account. Unless conflicts are managed properly, development and pastoral livelihoods will continue to deteriorate in Northern Kenya.

At the regional level, conflicts act as a disincentive to inter-state integration and economic co-operation, making sustainable management of shared resources unattainable. Exploitation of minerals in the Horn of Africa has suffered the greatest blow. Moreover, by introducing violence as a way of solving issues, it becomes ingrained as a way of solving problems and the vicious cycle continues. A large number of human lives and animals are lost during raids masterminded by opposing tribes/clans. The result is the creation of a community of 'destitute people' that end up in settlement centres to depend on relief food (Nicolai & Triplehorn, 2009).

Even in times of peace and normalcy, pastoralist women such as the Samburu are socially, economically and politically marginalized. Samburu women face two-pronged discrimination. They suffer marginalization inflicted on their communities primarily because they are a numeric minority and because pastoralism is generally perceived as incompatible with modernity as it is regarded as the cause of overgrazing, drought and desertification (Sommers, 2002).

The deeply entrenched gender-based division of labour makes the Samburu women suffer further marginalization as they bear an inordinately heavier workload than their male counterparts. Besides nurturing the children, women are responsible for tending the livestock, gathering wood fuels, collecting water and constructing houses. These pastoralist women are considerably poorer than their male counterparts because they are commoditized and primarily valued as a potential source of bride price. And, the increasing economization of items such as milk, ghee, gum resins and beeswax which were entirely the women's domain has eroded their access to these items and resulted in more malnutrition for women and their children and eroded the little power women hitherto wielded (Ibrahim & Jenner, 1996).

These women's acute poverty implies that they are pushed to overexploit communal natural resources which are their lifeline. Poverty and powerlessness has also made them have a diminished capacity to withstand environmental shocks such as climate change and variability. Also, because environmental degradation leads to scarcer natural resources, Samburu women are forced to walk farther from home in search of these resources. The dwindling resources also instigate inter-clan resource conflicts which women are sucked into and exposed to risks of violent crimes such as abduction, rape and murder, which are often committed with impunity (Ibrahim & Jenner, 1996). The fact that Samburu is a semi-arid County makes it susceptible to prolonged droughts which only exacerbates the already cut throat completion for scarce resources thus the vicious cycle of inter-ethnic conflict.

Interethnic conflicts pose myriad consequences to the already dismal participation of girls in primary education. Parents, for example, do not feel safe sending their girls to schools when their security is compromised as is the case during conflict. They are concerned that sending girls to school will expose them to physical or sexual abuse from the perpetrators. Threats to personal and physical security can make children drop out of school. Children find it difficult to attend school and because of lack of guarantees to their physical security. Major among the threats against physical security is the issue of rape and this mostly affects female children. Parents sometimes withdraw their children from school for fear that the children might be raped on their way to school. When a school lacks female teachers, usually because female teachers are the first to flee in conflict situations, parents feel that their girls lack protective figures from their male counterparts and even the male teachers (Anastasia & Teklemariam, 2011).

During inter-ethnic conflicts, hundreds of thousands of children are displaced, schools are closed, and teachers are extorted, killed and humiliated. While displacement may open a window of opportunity where the children may be relocated to a more peaceful region of their country with better educational opportunities, this is not always the case. Normally the children especially the girls are forced to drop out as they are required to assume other roles in the household. In most cases, schools are co-opted for other uses during displacement. Due to typically being located in central villages, schools are often well-positioned to be used for other purposes in times of conflict. In some cases, they may be occupied by armed forces, while in other cases they may be used as temporary shelters for displaced people (Sommers, 2002). The practice of using schools to house displaced

persons deprived both host community and displaced community children of their access to education.

Conflict affects all children, whether or not they are displaced. Schools are often destroyed, teachers and educational personnel are often unavailable, shortages of teaching materials occur and insecurity limits the possibility of students to attend classes. While schools are not always girl-friendly, conflict only highlights this fact. When school facilities are destroyed, there is a significant reduction in the number of latrines for example and as a result they do not protect girls' privacy and safety and do not meet cultural expectations. For older girls, having separate latrine facilities in schools is essential. Where private toilet facilities are not available at school, the majority of young girls, especially at the upper level, do not attend school during menstruation. Where toilet facilities are available they must be shared with hundreds of children (Sommers, 2002).

Despite the insecurity both perceived and real during inter-ethnic conflicts, a number of girls continue to attend school (Shemyakina, 2011). Community and institutional factors are fundamental in boosting the resilience of girls so that they are not in perpetual fear of being attacked and enroute in the school. Most girls that continue attending school feel safer within the precincts of the school. The protective role of education is thus highlighted. Education also provides psychosocial protection by giving the girls a sense of normalcy in contexts where everything else has been shaken by conflict. The structured school activities, continued interactions between their friends and school games and structured activities serve a therapeutic role so that the girls are less stressed.

1.2 Statement of the problem

The relationship between education and conflict has attracted increasing interest from both educational and conflict researchers over the last decade. However, to date, most of this research has been qualitative, which reflects the fact that the research agenda has been driven primarily by the concerns of practitioners and researchers 'in the field', and a lack of comparable international data, and the complexity of the interaction between education and conflict (Anastasia & Teklemariam, 2011).

Empirical studies have been conducted on nomadic pastoralists' education but these researches were conceptualized within the framework of access to education by the nomadic communities according to the objectives they sought to address which were mainly cultural. Though of much benefit to this study, the previous studies did not highlight how inter-ethnic conflict affects participation of girls in primary schools in Samburu Central Sub-County hence a knowledge gap. It is this gap that the researcher sought to address.

1.3 Purpose of the study

This study sought to investigate the influence of inter-ethnic conflict on girls' participation in primary education in Samburu Central Sub-County.

7

1.4 Objectives of the study

The research was guided by the following objectives

i. To establish the extent to which acts of violence influence girls' participation in primary education in Samburu Central Sub-County.

ii. To determine the extent to which internal displacement influences girls' participation in primary education in Samburu Central Sub-County.

iii. To examine the extent to which destruction of school's physical facilities influence girls' participation in primary education in Samburu Central Sub-County.

iv. To establish the coping mechanisms of primary school girls' in Samburu Central Sub-County.

1.5 Research questions of the study

The study sought to answer the following research questions;

i. To what extent do acts of violence influence girls' participation in primary education in Samburu Central Sub-County?

ii. To what extent does internal displacement influence girls' participation in primary education in Samburu Central Sub-County?

iii. To what extent does destruction of school's physical facilities influence girls' participation in primary education in Samburu Central Sub-County?

iv. What are some of the coping mechanisms of primary school girls' in Samburu Central Sub-County?

1.6 Significance of the study

This study is expected to inform policy and practice in the education of the pastoralist girls affected by inter-ethnic conflict at all levels. It will pay close attention to factors related to inter-ethnic conflicts which uniquely affect access and retention of female students in primary schools in the County namely insecurity, internal displacements, destruction of physical facilities and the girls' coping mechanisms.

The information collected may add to the scanty information available on the factors contributing to low enrolment and retention of girls in primary schools in Samburu County. This may help identify specific mobilization campaigns and strategies by the area education officials to address the situation. The parents and teachers may use the research findings in coming up with localized solutions for the female students towards completing their education and underlying the benefits of graduating in all levels of education despite the challenges and difficulties posed by inter-ethnic conflicts. Finally, the information obtained from this study is expected to augment other researches in Kenya, Africa and the world on conflict- torn areas and how they affect girls' education.

1.7 Limitations of the study

This research presents several limitations. The scattered nature and small sizes of the Samburu population does not allow for significant sampling. To start with, data gathering took part in a single Sub-County of the country presenting, as an outcome, an incomplete representation of the educational system in conflict affected regions in the country. The researcher, before going to the field, did not have any contact with the Samburu culture and therefore experienced some form of culture shock that may have inhibited her

interpretation. Possibly, for this reason, some information was missed out during interviews because of the inability to read between the lines. What was more, the researcher had to battle with language barrier as she does not speak the local languages spoken in the regions where the study took place and as a result, the communication with interviewees were not optimum, though she hired an interpreter where necessary.

1.8 Delimitations of the study

The study was limited in its findings in that the subjects of the study were limited to the primary school pupils enrolled in the schools sampled. The study took place in only one sub-county in Kenya. The sub county was selected due to the prevalent inter-ethnic conflict cases reported.

1.9 Basic assumptions of the study

The study assumed that:

i. All the respondents would accurately and honestly respond to the questionnaires.

ii. All public schools in Samburu County experience interruptions whenever inter-ethnic clashes occur.

iii. The researcher would not encounter hostility from the community and that the area of study had sufficient security.

1.10 Definition of significant terms

Inter- ethnic conflict refers to the disagreement between the clans residing in Samburu County.

Girls' participation in education refers to a state where all Samburu girls access education; they are retained in school and are all able to complete basic education.

Insecurity refers to the state; actual or perceived of feeling threatened as a result of looming or actual attacks (INEE, 2004).

Displacement refers the state of being forced out of one's domicile as a result of violent attacks (INEE, 2004)..

Destruction of physical facilities refers to when learning spaces are targeted by perpetrators and are destroyed in the process.

Coping mechanism refers to the ways/ mechanisms put in place by schools, parents and the communities that enable Samburu girls to deal with the violence and insecurity directed at them in order to continue going to school.

1.11 Organization of the study

This study was organized into five chapters; In the introductory chapter, the concepts under investigation are presented in the form of background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitation of the study, delimitations of the study, basic assumptions of the study, definition of significant terms and organization of the study,

Chapter two deals with the review of related literature; Introduction, Security and girls' participation in education, displacement and girls' participation in education, attacks on schools and girls participation in education, coping mechanisms of girls in conflict contexts, theoretical framework and conceptual framework.

Chapter three is the research methodology which includes the research design, target population, sample size and sampling procedure, research instruments, reliability of instruments, validity of instruments, data collection procedures and data analysis. Chapter four contains the findings from the study in line with the four objectives and finally chapter five highlights the conclusion and the recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter, the researcher undertakes a review of the related literature with education. The areas reviewed include: concept of insecurity and participation in education insecurity and its effect on girls' education, internal displacements, attacks on schools and the coping mechanisms of the girl child in a conflict infested community. The theoretical and conceptual frameworks are also highlighted.

2.2 Overview of the influence of inter-ethnic conflict on pupils' participation in primary education

In conflict situations, security of everyone is compromised. Conflict leads to destruction of every facet of life 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 run (Kraelti, 2001). Conflict also acts as a disincentive to investment by the communities and development agencies, both in the long-term and short-term. A lot of effort and funds go to contain conflicts and to mitigate against conflict-related effects rather than being channelled to development work.

While girls are the worst hit in communities where insecurity is rife, usually because they are more vulnerable and are targeted by rapists, boys also fall victim as they are abducted and forcefully made to join the warring groups. As a result, parents prefer to keep their

children at home rather than send them to school where they are susceptible to such insecurity.

2.3 Influence of acts of violence on girls' participation in primary education

Almost 750, 000 people lose their lives as a result of armed conflict each year (World Bank, 2005). During conflict, for example, sexual violence can become normalized. This adversely affects girls' education in different ways. The risk of sexual violence on the way to school, or even in and around the school, may convince parents to keep their daughters at home. Increased risk is created by, for example, large numbers of soldiers, rebels, police or even peacekeepers in the area, or by having to go further than normal to find firewood, food or water. Girls who do go to school may find that they are subjected to harassment, exploitation and even rape by male students or teachers, with no one to turn to for protection, response or reporting. In an emergency education programme, checks and balances such as professional orientation sessions for new teachers, codes of conduct and regular supervision for teachers may not be in place, and new emergency' teachers may have far lower levels of professionalism than regular' teachers. Furthermore, large numbers of over-age male students, who are trying to catch up on years of missed schooling, often contribute to an uncomfortable classroom environment for girls. This is especially true if, as is the case in most programmes, there are very few women teachers. Girls may be at increased risk of abduction and of sexual violence and exploitation. In emergencies, there are usually far fewer women who are able to volunteer as teachers, and girls are disproportionately affected when schools are dominated by men (UNESCO, 2011).

2.4 Influence of displacement on girls' participation in primary education

Traditionally, cattle rustling among the pastoralists communities were considered as a cultural practice. It was sanctioned and controlled by the elders. The issue of cattle rustling had been trivialized as a mere cultural practice, yet for a period of time; there have emerged new trends, tendencies and dynamics leading to commercialization of the practice. There has emerged a new system of predatory exploitation of the pastoral economic resources manifesting itself in the form of banditry and cattle rustling. The result of this is that a big section of the pastoralist's community has been displaced and many have either been killed or maimed. The livelihoods of these groups have been completely cut. Many are trying to survive in completely new and difficult circumstances (Sommers, 2002).

More than 20 million people were internally displaced by civil wars at the end of 2007(UNESCO, 2011). In the late 1970's the Cambodian Educational system was left in shambles with virtually no trained or experienced teaching professionals. More than two thirds of primary and secondary school teachers were killed or displaced as a result of the Rwandan genocide (Buckland, 2005).

Stewart and FitzGerald, (2001) and Keen, (2001) have pointed out, the impacts of violent conflict can be divided into direct and indirect effects: The first consists of killing and wounding, while the second comprise "the indirect effects on human welfare of war-induced changes in economic, social, and political life".

Empirical evidence suggests that IDPs move as a direct result of fighting, land confiscation, massacre, and fear of forced recruitment into the armed groups, death

threats, death of family or community members, and other fear-inducing elements of conflict (Kirchoff & Ib´a˜nez, 2002). After moving, IDPs face obstacles to social and economic integration in receptor locations, including psychological trauma, reduced social capital, family fragmentation, difficulty finding employment, and loss of assets. For example, (Kirchhoff & Ib´a˜nez, 2002) show that 83% of landowners in their study were forced to abandon their land without compensation. The particular challenges of forced displacement suggest that IDPs are a highly vulnerable group requiring special attention in order to successfully integrate into the larger community. Displaced children are at risk of losing out on education when the receptor communities are not ready to integrate them in their schools (Buckland, 2005).

2.5 Influence of destruction of schools' physical facilities on girls' participation in primary education

Although attacks on schools are classified under war crimes, schools and learning spaces are more often than not explicitly targeted by perpetrators of armed conflict. In Education under Attack, a report by the UNESCO, education has been attacked in over 30 countries in the world over a period of three years. Afghanistan is ranked highest of these countries with a dramatic increase in attacks on schools from slightly over 200 in the year 2007 to a whooping 670 in 2008(UNESCO, 2011).

War and conflict largely destroy and damage schools and educational infrastructure. According to Amisi (1997) State collapse in Somalia for example coupled with targeted attacks on educational infrastructure brought the country's educational system onto its knees. According to Nicolai and Triplehorn (2009), Chechen Schools have been bombed

during class hours because they are deemed to be sheltering military targets and grenades have been thrown into classrooms.

When schools are destroyed, and children have to travel long – and possibly dangerous – distances to attend the nearest functioning facility, girls are more likely to stay at home. When schools are damaged or just not maintained and no sanitary facilities exist, girls – and especially adolescent girls – are disproportionately affected; they may have to miss school during menstruation Schools as tactical targets in conflict.

2.6 Influence of coping mechanism during conflict context on girls' participation in primary education

The Inter-Agency Network for Education in Emergencies (INEE) argues that "education in emergencies, and during chronic crises and early reconstruction efforts, can be both life-saving and life-sustaining." Among the most compelling arguments underscoring the positive side of education during and after conflicts is Nicolai and Triplehorn's work connecting education to child protection. They divide the "potential protective elements of education in emergencies" into three categories: physical, psychosocial, and cognitive protection (UNESCO, 2011).

A striking feature of education during conflict is that it almost never comes to a complete standstill for an extended period. As public systems collapse under the effects of conflict, schooling continues to be supported by communities that see the benefits of education in helping to restore a sense of normalcy in the midst of chaos and providing a protective environment and sense of continuity for young people and especially girls. The most dramatic exception to this was Cambodia, where schooling was brought to a complete

standstill and teachers were systematically killed. In some countries, rebel movements, recognizing the potential propaganda value of schooling, support spontaneous or rebel schools

(El Salvador, Guatemala, and Sri Lanka); in almost all cases communities struggle to continue provision of schooling even under the most difficult

conditions, using alternative accommodation and flexible or the impact of conflict on education (Sommers, 2005).

This resilience may be reflected in continued schooling during conflict, but equity, access, and quality usually deteriorate. Poorer families and child-headed households are often unable to meet the rising private costs of schooling. Boys and sometimes girls are withdrawn for military or other labor, or increased poverty or child-care responsibilities tend to exacerbate or distort existing gender and other inequities.

Conflict-affected areas fall behind parts of the country not directly affected by conflict, and rural-urban inequities are exacerbated. In most cases, even where schooling is paralyzed by periods of intense conflict, enrollment in school recovers rapidly following conflict. In the short term, education access suffers seriously as a result of conflict leaving a lasting impact and developmental lag.

Schools that have a high percentage of female teachers have been known to foster the resilience of girls.

2.7 Summary of literature review

There is general consensus that inter-ethnic conflict has negative effects on participation of not only girls but also boys in primary education. The study sought to determine how factors brought by inter-ethnic conflict influences the participation of girls in primary school education.

In Samburu where the participation of girls in primary education is already dismal, due to some retrogressive cultural practices, conflict among the various communities that leads to destruction of school's physical facilities, insecurity and displacement of these communities exacerbates this gruesome fact. It is however heartwarming while some girls bounce right back and continue to attend and even complete primary education despite these challenges. This study sought to find out how the inter-ethnic conflict that is high among the various ethnic groups in Samburu Central sub- County influences the participation of girls in primary schools and, for the girls that stay in school until graduation, what it is that keeps them there.

2.8 Theoretical framework

This study was based on the Maslow's hierarchy of needs theory (Maslow, 1980). According to Abraham Maslow this theory, people are universally motivated by the same basic needs. Maslow believes in the fundamental similarity of the human experience. Although we may achieve needs in a culturally specific (or culturally proscribed) manner which is idiosyncratic, the needs which must be satisfied are universal in nature. He further asserts that certain human needs are more fundamental than others, and satisfaction of these "basic" needs is necessary before "higher" needs can be addressed

(Maslow, 1980). This study will show that the poor participation of girls in Samburu Central Sub-County is as a result of the girls opting to fulfill their lower human needs of security for example at the expense of education which is ranked higher in the Maslow's hierarchy of needs."Lower needs must be satisfied (and take precedence over) higher order needs." Attainment of the most basic needs of oxygen, food, water, and maintenance of body temperature (food, shelter, & clothing) and protection from harm, the need for law and order is usually compromised in times of conflict. When children do not have their safety needs met, they develop basic anxiety and may become neurotic adults. If both our physiological needs and are safety needs are satisfied, than we can turn our energy toward our "Higher" needs.

2.9 Conceptual framework

A conceptual framework is a model of presentation that shows the coherence through variables empirical research of how the independent variables impact upon the dependent variables of the research and illustrates the outcome. The following figure shows the conceptual framework for this study.

Figure 2.1 Factors influencing girls' participation in primary school education
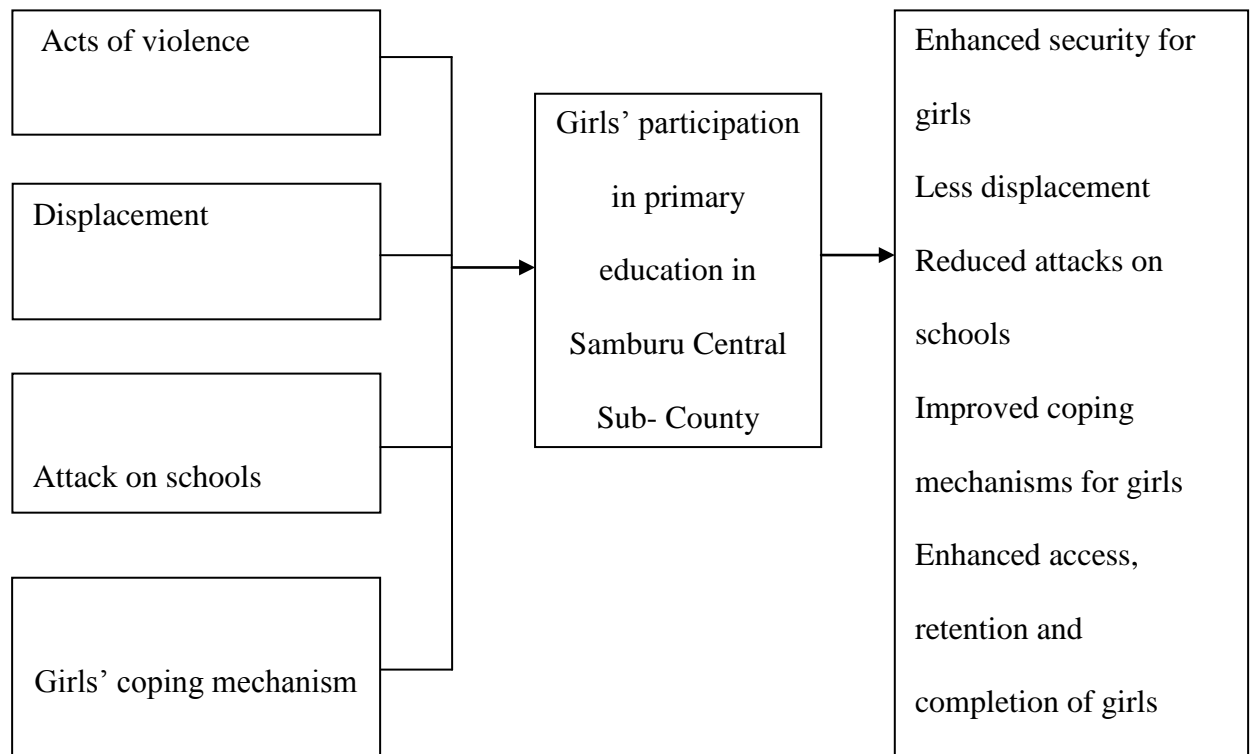
The independent variables (insecurity, Displacement, Attacks on schools and girls' coping mechanisms) influence the dependent variable (girls' participation in primary education in Samburu Central Sub-county) resulting in lowered participation of girls. Addressing the independent variables will lead to enhanced security for girls, less

displacement, reduced attacks on schools and improved coping mechanisms for girls which will in turn lead to enhanced access, retention and completion rates for girls.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter highlights the processes and procedures that were used to conduct the study. It was organized under the following sub-headings: research design; target population; sample and sampling procedure; research instruments; instrument validity; instrument reliability; data collection procedure and data analysis techniques.

3.2 Research design

The study adopted a descriptive survey research design to determine how complex emergency factors influence girls' participation in primary education in Samburu County. Descriptive research design is a method of collecting data through interviews or questionnaires directed at a sample population. It was the most suitable for this kind of extensive research. According to Orodho (2003) it is an excellent vehicle for the measurement of characteristics of a large population.

Proponents of this method state that it is highly convenient as it enables faster collection of data while maintaining high levels of confidentiality to the subjects. (Kothari, 2003) asserts that this kind of design ensures that the study gets an accurate view of response to issues as well as test theories on social relationship at both the individual and group level.

3.3 Target population

Target population is an entire group of individuals, events with common observable characteristics (Mugenda& Mugenda, 2003). The target population was all the 20 primary schools, the 20 head teachers, 370 teachers and 5,756 pupils, in upper primary in Samburu Central Sub-County.

3.4 Sample size and sampling procedure

The ideal sample is the one that is large enough to serve as an adequate representation of the population the researcher intends to generalize his findings. For this study the researcher used all the schools thus all the 20 head teachers participated. Purposive sampling was used to sample 135 teachers and 315 pupils in upper primary schools where cases of inter-ethnic conflicts are prevalent to respond to the questionnaires to ensure a viable representation.

3.5 Research instruments

In order to address the research objectives and research questions, the research used questionnaires to collect data. Semi-structured questionnaires were developed to give the researcher an in-depth understanding of how interethnic conflict influences the participation of girls in primary education. They were administered to teachers, and class six, seven and eight pupils in primary schools. They were the main data collection tool. (Mugenda & Mugenda , 2003) observe that questionnaires enable the person administering them to explain the purpose of the study and to give meaning of items that may be unclear.

The existing literature was also reviewed during the study as a secondary source of data. These include print and electronic materials and participatory field analysis of trends, causes and effects of conflict.

3.6 Reliability of instruments

The instrument is said to be reliable if it consistently yields similar results when re-tested with similar subjects (Mugenda and Mugenda, 2003; Orodho, 2004). The researcher conducted a pilot study on respondents sampled from schools that were not to be used in the actual study. The study was repeated to test the reliability of the instruments. The score from the first test were coefficient correlated using the inferential correlation and since they produced similar results each time they were administered, the researcher was assured of their reliability.

3.7 Validity of instruments

Validity is the degree to which a test measures what it is supposed to measure (Kothari, 2004; Talbot & Edwards, 1999). Content validity of a measuring instrument is the extent to which it provides adequate coverage of the investigative questions guiding the study (Mugenda & Mugenda, 2003). In this study, content validity was determined by consulting the expertise of the supervisors. The experts looked at every detail of the questionnaires and analyze to ascertain that the questions answer the research objectives of the area under study. Their recommendations were taken into consideration to improve the instruments. The pilot study conducted also revealed the validity of the instruments and corrections done where necessary.

3.8 Data collection procedures

The researcher applied for a research permit from the National Commission for Science, Technology and Innovation (NCSTI). On obtaining the permit, a copy was given to the County Education Officer, Samburu Central Sub-County. The researcher then booked appointments with the head teachers of the selected schools and notify them on the purpose of the study. The researcher then visited the select schools on the agreed upon days to administer the questionnaires to the teachers and pupils and conduct the interviews and observe the state of the schools while taking photographs.

3.9 Data analysis

Data collected were subjected to qualitative and quantitative analysis. According to Hordijk (2007) allows us to discover how people give meaning to their lives in a very flexible manner. Quantitative data comprising of answers to the close-ended questions and categorized data analyzed using descriptive statistics supported by Frequency Tables showing frequency distributions and percentages because they easily communicate the research findings to the majority of the respondents. Frequencies easily show the number of' times a response occurs or the number of subjects in a given category. Percentages were used to compare the sub-groups that differ in proportion and size. The data from the interviews was carefully read and coded after editing the field notes.

Data analyzed formed the basis for research findings, conclusions and recommendations.

3.10 Ethical considerations

The researcher, in line with the 'Declaration of Helsinki', 1975 observed the following ethical considerations:

1. Equitable selection of subjects.

2. Informed consent: individuals were made to understand the nature of the study and possible implications.

3. Confidentiality

4. Coercion and deception were avoided at all costs.

5. Field trial (reconnaissance) was observed and I obtained consent.

6. Feedback of the Results; the community will know the findings, so as to relate to these findings.

7. Anonymity of communities; i.e. a respondents' right to confidentiality was respected.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, AND INTERPRETATION

4.1 Introduction

This chapter presents and discusses the findings of the study. The study was to investigate influence of inter-ethnic conflict on girls' participation in primary education in Samburu Central Sub-County, Kenya. The analysis of data collected and its interpretation was in relation to the objectives and research questions of the study. Data presented include demographic information about the respondents as well as factors of inter-ethnic conflict and girls' participation in education in public primary schools, in Samburu Central Sub-County. The responses were compiled into frequencies and percentages and presented in cross tabulations.

4.2 Questionnaire return rate

Table 4.1 Questionnaire return rate

Sampled respondents	Questionnaires Administered	Questionnaires Returned	Return rate %
Head teachers	20	18	90.0
Teachers	135	126	93.3
Pupils	315	295	93.7
Total	**470**	**439**	**93.4**

The researcher targeted 20 public primary school head teachers, 135 teachers and 315 pupils. Therefore, 470 questionnaires were administered. A total of 439 questionnaires,

representing 93.4 percent, were returned. 90.0 percent of the head teachers, 93.3 percent teachers and 93.7 pupils returned the questionnaires. The high return rates of well filled questionnaires indicated that the topic under study was relevant to a great extent, to a large number of the respondents. This response was considered satisfactory for the purpose of the study.

4.3 Demographic Information

The study sought to know the respondents personal data that comprised of gender, age bracket, educational level of qualification and the teaching experience. This information was only to give an insight of the respondents' characteristics in relation to the study objectives. The researcher sought to identify respondents' gender and their responses were as shown on Table 4.2.

Table 4.2: Respondents' gender

	Head teachers		Teachers		Pupils	
	Freq (f)	**percent %**	**Freq (f)**	**percent %**	**Freq(f)**	**percent %**
Male	15	83.3	92	73.0	225	76.3
Female	3	13.9	34	27.0	70	23.7
Total	**18**	**100.0**	**126**	**100.0**	**295**	**100.0**

The study findings in Table 4.2 indicate that, 83.3 percent of head teachers and 73.0 percent teachers in public primary schools were male. Also in the pupil population majority of the pupils, 76.3 percent were boys. These findings revealed wide gender

disparities in the communities in the study thus the girl child lacks inclusion in most life aspects like education, lowering her participation.

To find out respondents' highest professional qualification and their relation to girls' participation, respondents were requested to indicate their highest level of professional qualification. The head teachers' and teachers' responses were shown in Table 4.3.

Table 4.3 Respondents' highest professional qualifications

Qualification	Head teachers		Teachers	
	Freq(f)	Percent%	Freq(f)	Percent%
P1	0	0.0	86	68.3
Diploma	2	11.1	4	2.2
B.Ed	2	11.1	9	7.1
M. Ed	2	11.1	27	21.4
ATS	12	66.7	0	0.0
Total	**18**	**100.0**	**126**	**100.0**

Table 4.3 shows that majority of the head teachers, 66.7 percent, indicated that ATS was their highest professional qualification. This was an indication that majority of the head teachers had acquired professional qualification through experience in the profession and were in a position to handle matters regarding insecurity that would hinder girls participation, while majority of the teachers,86 percent were P1 certificate holders.

Further the study sought to know the respondents age brackets, the findings were tabulated in Table 4.4.

Table 4.4 Head teachers' and teachers' ages

No of years	Head teachers		Teachers	
	Freq(f)	**Percent %**	**Freq(f)**	**Percent %**
Below 30 years	0	0.0	16	12.7
31 - 40 years	4	22.2	69	54.8
41 - 50 years	6	33.3	27	21.4
Above 50 years	8	44.4	14	11.1
Total	**18**	**100.0**	**126**	**100.0**

The research findings show that majority of the head teachers, 77.7 percent were over 41 years old while majority of the teachers, 54.8 percent were aged between 31 to 40 years. This was an indication that majority of the school heads were older than most of the teachers placing them in a better position to handling school matters.

Further, the study sought to find out the teaching experience of the respondents, the findings were presented in Table 4.5.

Table 4.5 Head teachers' and teachers' teaching experience

No of year	Head teachers		Teachers	
	Freq (f)	**Percent %**	**Freq (f)**	**Percent %**
Less than 5 years	2	11.1	64	50.8
5 - 10 years	4	22.2	38	30.2
Over 10 years	12	66.7	24	19.0
Total	**18**	**100.0**	**126**	**100.0**

Table 4.5 shows that majority of the head teachers, 66.7 percent, had over 10 years of teaching experience. 50.8 percent of the teachers had taught for less than 5 years. These findings reveal that majority of the head teachers had been teaching for a long duration placing them in a position to tackle the challenges faced by girls that would hinder their participation. Few teachers, 19 percent, however, have served in the same station for over 10 years; this could be attributed to the fact that most teachers seek transfers when they are victims of interethnic conflict.

This was confirmed in an informal interview with a head teacher who stated that his school has suffered a shortage of teachers for a considerable period since the onset of the recurrent inter- ethnic conflict.

The researcher sought to find out the duration head teachers had been in their current station and presented their findings in Table 4.6.

Table 4.6 Head teachers' duration

No. of years	Freq (f)	Percent %
Less than 5 years	2	11.1
5 - 10 years	2	11.1
11 - 15 years	6	33.3
Above 15 years	8	44.4
Total	**18**	**100.0**

The study findings show that majority of the head teachers had been in headship for more than 10 years. These findings implied that they were in a better position to give accurate information for the purpose of this study since they are well versed with the situation on the ground best due to their duration in headship. Pupils' ages were also sought and presented in Table 4.7.

Table 4.7 Pupils' age

No of years	Boys		Girls	
	Freq (f)	Percent%	Freq (f)	Percent%
Below 10 years	6	2.0	8	2.7
11 - 12 years	38	12.9	34	11.5
13 - 14 years	36	12.2	25	8.5
Above 15 years	145	49.2	3	1.0
Total	**225**	**76.3**	**70**	**23.7**

From the study findings, most of the boys, 49.2%, were over 15 years old, while most of the girls, 11.2%, were between 11 - 12 years. From the low population of girls, the findings were an indication that many girls are not in school after puberty their participation decreases as they age. The study also sought to establish pupils' classes and presented the findings presented in Table 4.8.

Table 4.8 Pupils' class distribution

Class	Boys		Girls	
	Freq (f)	Percent %	Freq (f)	Percent %
Class 6	155	52.5	42	14.2
Class 7	36	11.5	25	8.5
Class 8	34	12.2	3	1.0
Total	**225**	**76.3**	**70**	**23.7**

The study involved pupils from classes 6, 7 and 8 to participate in the study. Table 4.8 shows that majority of the pupils were in class 6 (66.7%). This revealed that pupil drop out was high across both gender. The findings also implied that late enrolment and high repetition rate thus the high population of class six participants in relation to their ages.

However, girls' participation was revealed to be wanting thus the researcher sought to find out the probable reasons. Security, family displacement and destruction of school facilities were the presumed to the probable causes in this study. Also mitigating measures to cope with these challenges were looked into.

4.4 Acts of violence and girls' participation in education

To establish whether violence in Samburu Central Sub-County influences girls' participation in education, objective I, the researcher sought to find out whether the study area was affected by conflict. The findings on whether Samburu County is insecure were presented in Table 4.9.

Table 4.9 Respondents responses on whether there is insecurity in Samburu

	Yes	No
	Percent (%)	Percent (%)
Head teachers	55.6	44.4
Teachers	53.7	46.8
Pupils	72.9	27.1

55.6 percent head teachers, 53.7 percent teachers and 72.9 percent pupils indicated that the area is affected by inter-tribal conflicts from time to time that interfere with the livelihoods of the residents as shown in table 4.9. The large number of pupils that indicated that there is insecurity in Samburu shows that the pupils are the most affected during inter-ethnic conflict due to their vulnerability. The findings are in line with INEE (2004) that states that pastoralists in over 21 countries across the African continent are affected by conflicts.

The researcher sought to know the extent to which insecurity influences girls' participation in education and requested the respondents to rate these effects and presented the findings in Table 4.10.

Table 4.10 Head teachers and teachers' responses on the extent to which acts of violence influence girls' participation in education

Response	Head teachers		Teachers	
	Freq (f)	**Percent %**	**Freq (f)**	**Percent %**
Very high extent	12	66.7	91	72.2
moderate high extent	6	33.3	19	15.1
Small extent	0	0.0	16	12.7
Total	**18**	**100.0**	**126**	**100.0**

From the study findings in Table 4.10, majority of the head teachers, 66.7 percent, and 72.2 percent teachers indicated that acts of violence influence girls' participation in education to a very high extent. This was an indication that girls are discontinued, not enrolled or absented from school due to insecurity related issues.

To establish the effect of conflict on girls' participation in education the researcher sought to find out pupil enrolment and presented the findings in Table 4.11.

Table 4.11 Head teachers' responses on pupil enrolment

No of pupils	Boys		Girls	
	Freq (f)	Percent %	Freq (f)	Percent %
Below 100	2	11.1	11	61.1
100 – 300	10	55.6	2	11.1
301 – 500	4	22.2	4	22.2
Over 500	2	11.1	1	5.6
Total	**18**	**100.0**	**18**	**100.0**

From Table 4.11, 55.6 percent of the head teachers indicated that pupil population in their schools was between 100 to 300 for both boys and girls. The study area had a pure girl boarding school that had a population of over 500 girls enrolled. This was a rescue centre set up by the Catholic Church for girls that aims at protecting young girls from retrogressive cultural practices like FGM and early marriages and also from attacks during the prevailing interethnic conflicts. Further the findings were an indication that majority of the primary schools did not realize high pupil enrolment rates for both gender. These findings concur with INEE (2004), report that states that; while rates of enrolment and completion of basic education for pastoralist boys are extremely low, the rates for girls are even lower.

Further the researcher sought to find out pupils attendance during and after interethnic conflict and teachers were requested to indicate on absenteeism in their classes during inter-ethnic conflicts. The findings were tabulated in Table 4.12.

Table 4.12 teachers' responses on pupils' attendance during conflicts.

Response	Freq (f)	Percent %
Absent during conflicts	118	93.7
Present during conflicts	8	6.3
Total	**126**	**100.0**

From the study findings an overwhelming majority of the teachers, 93.7 percent, indicated that pupils are usually absent from school during conflict. This is an indication that participation is hindered by conflict since absenteeism lowers participation in education and more so for the girls as they are more vulnerable than their boys counterparts.

The respondents were to indicate whether they had ever been attacked on their way to school and their responses presented in Table 4.13.

Table 4.13 Teachers' and head teachers' responses on being attacked on their way to school

Response	Head teachers		Teachers	
	Freq (f)	**Percent %**	**Freq (f)**	**Percent %**
Yes	2	88.9	126	100.0
No	2	11.1	0	0.0
Total	**18**	**100.0**	**126**	**100.0**

Table 4.13 shows that 88.9%, of the head teachers, and all the teachers indicated that they had been attacked on their way to school at one time or the other. This was an indication that the area is highly insecure. Moreover, all the respondents indicated that girls in their schools had been attacked on their way to school, confirming the prevailing insecurity in Samburu County that is likely to influence girls' participation.

The study sought to find out in what ways, if any, attacks influence the participation of girls. The head teachers' were asked to indicate ways in which they thought girls were affected by inter-ethnic conflict. Their responses were presented in Table 4.14.

Table 4.14 Head teachers' responses on the effects of attacks on girls' participation in education

Response	Freq (f)	Percent%
Drop out	8	44.4
Low academic performance	4	22.2
Lowered self esteem	2	11.1
Early pregnancy	4	22.2
Total	**18**	**100.0**

The research findings revealed that most of the head teachers, 44.4%, indicated that girls drop out of school after being attacked on their way to school, while those that still continue with education have lowered academic performance according to 22.2% of the head teachers. 11.1% cited lowered self-esteem as an effect of attacks on the girls' participation. This implies that the fear suffered by girls after attacks causes them to quit schooling thus hindering their participation. Teacher respondents also revealed similar findings and stated that majority of the girls are raped on their way to school due to the high insecurity in the County. As a result, they drop out of school due to early pregnancies, while in some incidences girls are killed in the attacks. This is in-line with Anastasia & Teklemariam (2011) who state that parents do not feel safe sending their girls to schools when their security is compromised. They further state that threats to personal and physical security during conflict can make children drop out of school due issues like rape which mostly affects female children. Therefore parents sometimes

withdraw their children from school for fear that the daughters might be raped on their way to school.

The researcher further cross tabulated pupils' effect of violence across their gender to find out how acts of violence against them impact on participation especially of girls and presented the findings on Table 4.15.

Table 4.15 Cross tabulation on pupils' violence and gender

Count			Insecurity		
			Yes	No	Total
Gender	Boys	F	154	71	**225**
		% per count	68.4	31.6	**76.3**
	Girls	F	51	19	**70**
		% per count	72.9	27.1	**23.7**
Total			**173**	**122**	**295**

From the study findings, majority of both boys and girls, 68.4 percent and 72.9 percent respectively feel insecure, though the percentage count for girls was higher than that of boys. This was an indication that girls are more vulnerable during conflict than boys thus reducing the formers' participation. These findings concurs with World-Bank (2005), report that states that the effect of violence on a child's education is of particular concern

because factors that limit girls' educational opportunities in stable contexts often intensify in crises.

The researcher then sought to find out the various ways in which insecurity affects participation and presented respondents with a likert scale statements to agree or disagree to. Head teachers responses were presented in Table 4.16.

Table 4.16 Head teachers' responses on the extent to which they agreed to statements on violence and girls' participation

| | Head teachers | | | | Teachers | | | |
| | Agree | | Disagree | | Agree | | Disagree | |
Statements	Freq (f)	Percent%	Freq (f)	Percent %	Freq (f)	Percent %	Freq	Percent %
During conflict more girls than boys are absent from school	18	100.0	0	0.00	107	84.8	19	15.2
More boys enroll in school than girls	14	77.8	4	22.2	101	80.2	25	19.8
The school is located very far from the homes	12	66.7	6	33.3	92	73.0	34	27.0
Many girls are attacked on their way to or from school	16	88.9	2	11.1	110	87.3	16	12.7
Schools and parents organize escorts for pupils to and from school	4	22.2	14	77.8	76	60.3	50	39.7

Table 4.16 shows that 100 percent of the head teachers and 84.8 percent teachers agreed that during conflict, more girls than boys are usually absented from school. 77.8 percent headteachers disagreed that schools and parents organize escorts for pupils to and from

school. This was in contrast with the teachers' responses who, 60.3 percent, indicated that schools and parents organize escorts for pupils to and from school. This mainly involved grouping pupils from the same direction to walk together and also encouraging them to report any incidences that would be a threat to their safety. Despite the contrast, the teachers are better placed to give more credible responses as they are more than the head teachers in any school and are able to spot these incidences.

From the study findings most of the teachers' responses were a confirmation of the head teachers' responses. These findings were an indication that security in Samburu Central Sub-County is a major factor that influences girls' participation in education negatively. Girls do not enroll, dropout and/or repeat classes as a result of security related issues.

4.5 Displacement and girls' participation in education

Security threatened area prohibits easy access for pupils to school because with conflict, pupils are not retained in schools for long since they shift from the conflict affected areas to safety. Conflicts disrupt livelihoods among young pastoralist turning them into key participants in conflicts and also destroying the limited welfare facilities, leaving children with no access to educational services. The study sought to find out whether families are displaced after conflicts and presented the responses in Table 4.17.

Table 4.17 Respondents' responses on whether families are displaced during inter-ethnic conflicts

	Head teachers		Teachers		Pupils	
	Freq(f)	**percent %**	**Freq(f)**	**percent %**	**Freq(f)**	**percent %**
Yes	12	66.7	101	80.2	173	58.6
No	6	33.3	25	18.8	122	41.4
Total	**18**	**100.0**	**126**	**100.0**	**295**	**100.0**

Table 4.17 shows that, there was clear consensus among the respondents, 66.7 percent head teachers, 80.2 percent teachers and 58.6 percent pupils respectively that displacement, during and after inter-ethnic conflicts in the area, is rife. Thus displacement affects the participation of girls in primary education negatively as schooling schedules are interrupted when families move to safety. This is in line with Buckland (2005), who states that displaced children are at risk of losing out on education especially when receptor communities are not ready to integrate them in their schools.

The researcher sought to find out the frequency of families being displaced during conflict and presented the findings in Table 4.18.

Table 4.18 Pupils responses on the frequency of their families being displaced after conflict

Response	Freq(f)	Percent %
Always	118	40.0
Often	106	35.9
Sometimes	71	24.1
Total	**295**	**100.0**

Table 4.18 shows that majority of the pupils, 75.9 percent, indicated that their families are often displaced during conflict. This was an indication that many families are forced to move due to conflict related issues. This concurs with Sommers (2002) who states that during inter-ethnic conflicts, hundreds of thousands of children are displaced, schools are closed, and teachers are extorted, killed and humiliated.

Pupils were also requested to indicate where they attend school after displacement and their responses presented in Table 4.19.

Table 4.19 Pupils responses on where they school after displacement

Response	Boys		Girls	
	Freq(f)	**Percent %**	**Freq(f)**	**Percent %**
Another school	189	64.1	13	4.4
Under tree shades	33	11.2	5	1.7
Do not attend school	3	1.0	52	17.6
Total	**225**	**76.3**	**70**	**23.7**

The study findings revealed that 51.5 percent of the pupils indicated that they are enrolled in other schools after displacement. This was confirmed by a head teacher of a pure girls' school who stated that, more often than not, her school is overcrowded during conflicts as girls come seeking an education. It is, however, noteworthy that 18.6 percent of the pupils do not attend school as a result of displacement. This has detrimental effects on the participation in primary school education especially on girls. This agrees with Buckland's statement (2005) that displaced children are at risk of losing out on education especially when receptor communities are not ready to integrate them in their schools.

The study then sought to find out the various ways in which insecurity affects participation and presented the respondents with a likert scale to agree or disagree to. Head teachers' responses were presented in Table 4.20.

Table 4.20 head teachers' and teachers' on the extent to which respondents agree that displacement influence girls' participation

Statements	Headteachers				Teachers			
	Agree		Disagree		Agree		Disagree	
	Freq(f	Percent %	Freq f	Percent %	Freq f	Percent %	Freq f	Percent %
Families are displaced during conflict thus learners cannot come to school especially girls	12	66.7	6	33.3	101	80.2	25	19.8
Schools relocate with moving communities after conflict	14	77.8	4	22.2	79	62.7	4	37.3
Teachers transfer to other areas not affected by conflict	4	22.2	14	77.8	72	57.1	54	42.9
Schools are good shelters for displaced families	10	55.6	8	44.4	99	78.6	27	21.4
Learning takes place normally even after displacement of families	2	11.1	16	88.9	47	37.3	79	62.7

Table 4.20 shows that majority of the head teachers agreed to the likert scale statement provided. While they all agreed that girls are more affected than boys during conflict, they overwhelmingly disagreed that learning takes place normally even after displacement. Only the few, 11.1%, and, 37.3%, (head teachers and teachers respectively) whose schools offer boarding facilities agreed to this statement. However, most of the teachers, 78.9%, indicated that their schools are usually harbored by displaced families. This implies that pupils will often lack learning space thus skipping school's calendar which inturn hinders their participation in education. This concurs with Sommers (2002), who states that the practice of using schools to house displaced persons deprives both the host community's and displaced community's children of their access to education. Majority of the teachers, 57.1%, admitted that they do transfer from areas affected by conflict to safety, leaving the schools with acute teacher shortages. This is in line with a report by UNESCO (2011) that states that during emergencies, there are usually far fewer teacher volunteers especially females, and girls are disproportionately affected when schools are dominated by men

Teachers were requested to suggest possible measures that should be undertaken to ensure that displacement doesn't hinder participation of girls in primary education. Their responses were presented in Table 4.21.

Table 4.21 Teachers suggestions on solutions to increase girls' participation during displacement

Suggestions	Freq(f)	Percent %
Mobile schools	17	13.5
Boarding schools	67	53.2
Community sensitization on the importance of girls' education	42	33.3
Total	**126**	**100.0**

From the study findings majority of the teachers suggested that girls are safer in school. Construction of boarding schools was highly recommended by majority of teachers, 53.2%, since pupils will remain in the secure enclosure of the school thus protecting them from insecurity as they commute to and from home. The community also needs to be sensitized on the need to maintain peace and promote security which could promote easy access as pupils would be in a position to go to schools without fear of attacks. A minority of the teachers indicated that schools be set up in new places where families flee to after conflict. These findings are in line with Shemyakina (2011) who found out that most girls in conflict torn communities who continue attending school feel safer within the precincts of the school. The role of education play as protective is highlighted.

The study further cross tabulated pupils' absenteeism during displacement across gender to find out its impact on participation and presented the findings on Table 4.20. This was aimed at informing the study on which gender is more affected during displacement.

Table 4.22 Cross tabulation on pupils' gender and school attendance after displacement

Count		School attendance		Total
		Yes	No	
gender	Boys	71	154	**225**
	Girls	17	53	**70**
Total		**88**	**207**	**295**

From the study findings, majority of both boys and girls were absent from school from time to time, though the percentage count for girls absenteeism was higher than that of boys. This was an indication that girls were more prone to absenteeism during and after displacement as compared boys thus reducing their participation in education. The findings concur with Government of Kenya (2010) that states that complex emergency factors such as inter-ethnic conflicts, internal displacement and drought alienate girls more than boys where low rates of participation are also strongly influenced by mobility of pastoralist families.

4.6 Destruction of school facilities and girls' participation in education

In line with objective III, the study sought to find out whether destruction of school facilities, Objective III, influences participation of girls in education. Respondents' responses on whether schools are destroyed during conflict were presented in Table 4.23.

Table 4.23 Respondents' responses on whether school facilities are destroyed during conflict

	Head teachers		Teachers		Pupils	
	Freq(f)	**percent %**	**Freq(f)**	**percent %**	**Freq(f)**	**percent %**
Male	17	94.4	79	62.7	295	100.0
Female	1	5.6	47	37.3	0	0.0
Total	**18**	**100.0**	**126**	**100.0**	**295**	**100.0**

Table 4.23 shows 94.4 percent head teachers, 62.7 teachers and 100 percent pupils indicated that school structures are destroyed during conflict. This was an indication that inter-tribal conflicts do distract schooling. This was in line with Sommers (2002) who states that conflict affects all children, whether or not they are displaced. Schools are often destroyed, teachers and educational personnel are often unavailable, shortages of teaching materials occur and insecurity limits the possibility of students to attend classes.

The researcher requested the head teachers to indicate the frequency with which their schools are occupied by perpetrators during conflict. The findings were presented in Table 4.24.

Table 4.24 Head teachers responses on conflict perpetrators occupying school buildings

Response	Freq(f)	Percent %
Always	2	11.1
Often	8	44.4
Sometimes	4	22.2
Never	4	22.2
Total	**18**	**100.0**

Table 4.24 shows that, only 22.2 percent of head teachers indicated that their school has never housed perpetrators of inter-ethnic conflict. This is in contrast to the rest 87.8 percent that indicated that the schools have been used, in one time or another, to house the perpetrators of inter-ethnic conflict. This was an indication that learning is at times interrupted by conflict due to the high percentage of the responses that schools house perpetrators even as frequently as sometimes. When perpetrators of conflict occupy schools, it almost always leads to destruction of the school's physical facilities.

This concurs with Sommers (2002), who indicates that during conflict, schools are often destroyed, teachers and educational personnel are often unavailable, shortages of teaching materials occur and insecurity limits the possibility of students to attend classes.

The head teachers were also to indicate how their schools have been destroyed during conflict and the findings presented in Table 4.25.

Table 4.25 Head teachers' responses on how schools are destroyed during conflict.

Response	Freq(f)	Percent %
Classes burnt	10	55.6
Looting	2	11.1
Destroyed books	6	33.3
Total	**18**	**100.0**

All the heads of the schools indicated that their schools have been affected, in one way or the other during the inter-ethnic conflicts by suffering losses as classes are burnt, school supplies looted or books destroyed. This implies that when school facilities and resources are destroyed learning during and after conflict is disrupted thus participation is lowered. This is in agreement with a report 'Education Under Attack' by the UNESCO (2011), that states that, although attacks on schools are classified under war crimes, schools and learning spaces are more often than not explicitly targeted by perpetrators of armed conflict.

Further the head teachers' responses on where classes are held after destruction of school facilities were presented in Table 4.26.

Table 4.26 Head teachers responses on where classes are held after destruction of school facilities

Response	Freq(f)	Percent%
Makeshift structures	2	11.1
Under tree	2	11.1
No classes held	14	77.8
Total	**18**	**100.0**

The research findings revealed that in majority cases schooling stops after destruction of schools' facilities. Where structures had not been construction learning continues under trees, while makeshift structures are constructed after relocation. These findings imply that destruction of school facilities and displacement comes in hand in hand. When schools are destroyed, and children have to travel long and possibly dangerous distances to attend the nearest functioning facility, girls are more likely to stay at home (Nicolai and Triplehorn, 2009).

The researcher then sought to find out the various ways insecurity affects participation and presented respondents with a likert scale to agree or disagree to. Head teachers responses were presented in Table 4.27.

Table 4.27 Responses on the extent to which respondents agree that destruction of school's physical facilities influence girls' participation

	Head teachers				Teachers			
	Agreement		Disagreement		Agreement		Disagreement	
Statements	Freq(f	Percent %	Freq (f)	Percent %	Freq (f)	Percent %	Freq (f)	Percent %
School structures are burnt down during conflict	17	94.4	1	5.6	79	62.7	47	37.3
School structures that house conflict perpetrators are left in bad condition	2	11.1	16	88.9	84	66.7	2	33.3
School facilities are destroyed when they house fleeing families	18	100.0	0	0.0	99	78.6	27	21.4
Learning takes place under shades so no structures are destroyed	14	77.8	4	22.2	68	54.0	58	46.0
Schools cannot raise money to reconstruct destroyed school facilities	18	100.0	0	0.0	126	100.0	0	0.0

Table 4.27 shows that majority of the head teachers agreed to the likert scale statement provided. Schools structures are worst destroyed by fleeing families and schools are not capable of repairing destroyed structures. Teachers' responses concur with the head teachers' since they agreed that school structures are destroyed by fleeing families and

perpetrators. This coincides with Sommers (2002), who states that schools are co-opted for other uses during displacement, they may be occupied by armed forces, while in other cases they may be used as temporary shelters for displaced people. The practice of using schools to house displaced persons deprived both host community and displaced community children of their access to education and moreso the overstretched facilities are destroyed. In addition, the schools are unable to raise money to reconstruct the facilities, thus learning is crippled.

4.7 Coping measures on girls' participation in education

To establish whether there are any coping measures put in place (Objective IV), the researcher sought to find out whether there are any ways to foster resilience in girls that would increase their participation. Table 4.28 shows responses on whether the presence of female teachers influences girls' participation.

Table 4.28 Respondents' responses on whether female teachers would increase girls' participation

	Head teachers		**Teachers**		**Pupils**	
	Freq (f)	**percent %**	**Freq (f)**	**percent%**	**Freq(f)**	**percent %**
Male	10	55.6	68	53.7	182	61.7
Female	8	44.4	58	46.3	113	38.3
Total	**18**	**100.0**	**126**	**100.0**	**295**	**100.0**

The study findings show that majority of the respondents felt that the presence of female teachers has an influence on girls' participation in education. This was an indication that

58

when schools have a high percentage of female teachers they were likely to foster the resilience of girls. This is in line with Anastasia & Teklemariam (2011), who state that when a school lacks female teachers, usually because female teachers are the first to flee in conflict situations, parents feel that their girls lack protective figures from their male counterparts and even the male teachers.

The study sought to find out whether presence of female teachers would serve in fostering the resilience of girls in primary school education. This is one of the coping mechanism that the researcher felt could have an influence. The responses were cross tabulated in relation to the pupils' gender and whether protective role of female teachers and presented the findings in Table 4.29.

Table 4.29 Cross tabulation on pupils' gender and presence of female teachers

Count			Presence of female teachers		Total
			Yes	**No**	
gender	Boys	Frequency	189	36	**225**
		% per count	84.0	16.0	**76.3**
	Girls	Frequency	61	9	**70**
		% per count	87.1	12.9	**23.7**
Total			**240**	**55**	**295**

From the study findings the majority of the pupils, 84%, and 87.1%, (boys and girls respectively) felt that the presence of female teachers increased girls' participation in

59

education. This was an indication that female teachers in conflict affected areas play a vital role in the reassurance of girls on education.

The researcher then sought to find out the various coping measures that increase girls' participation in education and presented respondents with a likert scale to agree or disagree to. Head teachers responses were presented in Table 4.30.

Table 4.30 Head teachers' and teachers' Responses on the extent to which they agree that coping mechanisms influence girls' participation

Statements	Agreement		Disagreement		Agreement		Disagreement	
	Freq f	Percent%	Freq f	Percent %	Freq f	Percent %	Freq f	Percent %
Schools offer girls with boarding facilities due to conflict	6	33.3	12	66.7	115	92.7	9	7.1
There are humanitarian organizations in Samburu to support girl child welfare	12	66.7	6	33.3	65	51.6	61	48.4
Female teachers play a very important role to increase girls participation in education	18	100.0	0	0.0	99	78.6	27	21.4
Guidance and counseling is offered to traumatized girls on issues related to inter-ethnic conflict	18	100.0	0	0.0	126	100.0	0	0.0
Schools train girls on basic self-defense skills	17	94.4	1	5.6	102	81.0	24	19.0

Table 4.30 shows that majority of the head teachers agreed to the likert scale statement provided. The schools offer guidance and counseling to pupils after conflict to help them

cope with the trauma experienced. It is also evidence that most schools offer basic self-defense skills to the girls to help them during attacks. This was an indication that schools are in the front line to foster resilience in their girl pupils to increase their participation.

The study findings indicate that female teachers play an important role in increasing girls' participation in education. Presence of humanitarian organization in Samburu also seems to play a vital role in fostering the resilience of girls through child rights welfare. This is an implication that through communal responsibility would increase girls' participation in education.

The researcher requested the head teacher to suggest measures that would promote girls' participation. Their responses were presented in Table 4.31.

Table 4.31 Measures for promoting girls' participation in education

Responses	Freq(f)	Percent %
Community mobilization and sensitization Child rights policies	4	22.2
Intensifying of security	4	22.2
Boarding facilities	2	11.1
Training on defense skills	8	44.4
Total	**18**	**100.0**

Table 4.31 shows that all the head teachers believe that there are probable measures that could be put in place to increase girls' participation in education. Training then defense

skill scored the highest though a reasonable percent of the head teachers indicated that the area administration should intensify security measures. This is an indication that more needs to be done to increase girls' participation. This agrees with Sommers (2005), who states that in almost all cases conflict affected communities struggle to continue provision of schooling even under the most difficult conditions, using alternative accommodation and flexible or the impact of conflict on education .

Teachers were also requested to give their suggestions on measures to increase girls' participation in education. Their responses were presented in Table 4.32.

Table 4.32 Teachers responses on measures to increase girls' participation in education

Responses	Freq(f)	Percent %
Construction of boarding facilities	47	37.3
Setting up rescue homes	50	39.7
Advocacy	19	15.1
Escorting learners to school	10	7.9
Total	**126**	**100.0**

Table 4.32 shows that setting up rescue homes in marginalized regions and upgrading lives through construction of boarding facilities in schools reduce the dangers exposed to pupils as they travel daily to and from home and school. These were some of the probable measures that would increase girls' participation in education.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings, conclusions and recommendations generated from the research findings of the study. The chapter also presents suggestions for further study.

5.2 Summary of study

The study was to investigate influence of inter-ethnic conflict on girls' participation in primary education in Samburu County, Kenya. The research was guided by the following objectives: to establish the extent to which insecurity influences girls' participation in primary education in Samburu county; to determine the extent to which internal displacement influences girls' participation in primary education in Samburu county; to examine the extent to which destruction of school's physical facilities influence girls' participation in primary education in Samburu county; and to establish the coping mechanisms of primary school girls' in Samburu County.

It adopted a descriptive survey research design. The target population was all the 20 primary schools, the 20 head teachers, 370 teachers and 1050 pupils. The study used all the schools thus all the 20 head teachers participated. Simple random sampling was used to sample 30% of the teacher and pupils thus 135 teachers and 315 pupils were the research sample. Questionnaires were used to collect data from the respondents, while collected data were analyzed both qualitatively and quantitatively.

The first objective sought to establish whether acts of violence in Samburu Central Sub-County influences girls' participation in education. The research findings revealed that majority of the respondents, 55.6 percent head teachers, 53.7 percent teachers and 72.9 percent pupils indicated that the area is affected by inter-tribal conflicts from time to time that interfere with the livelihoods of the residents. Pupils' enrolment is low, majority of the head teachers, 55.6 percent indicated that primary schools did not realize high pupil enrolment rate in both gender. Majority of the head teachers 66.7 percent and teacher 72.2 percent indicated that insecurity in Samburu Central Sub-County influences girls' participation in education to a very high extent. However, an overwhelming majority of the teachers, 93.7 percent, indicated that pupils are usually absent from school during conflict lowering participation. Majority of the head teachers and all the teachers indicated that they had been attacked on their way to school.

All the respondents indicated that girls in their schools had been attacked on their way to school, confirming the prevailing insecurity in Samburu County that is likely to influence girls' participation. Nevertheless, girls drop out of school after being attacked on their way to school, while those that still continue with education have lowered academic performance and self-esteem, revealing that girls are more vulnerable during conflict than boys thus reducing their participation.

The second research objective sought to find out whether displacement during conflict influences girls' participation in education. The 66.7 percent head teachers, 80.2 percent teachers and 58.6 percent pupils agreed that displacement, during and after inter-ethnic conflicts in the area, is rife. Thus displacement affects the participation of girls in primary

education negatively as schooling schedules are interrupted when families move to safety. Majority of the pupils indicated that their families are often displaced during conflict

The study findings revealed that 51.5 percent of the pupils are enrolled other schools after displacement. It is, however, noteworthy that 18.6 percent of the pupils do not attend school as a result of displacement. This has detrimental effects on the participation in primary school education especially on girls.

Majority of both boys and girls were absent from school from time to time, though the percentage count for girls absenteeism was higher than that of boys. Therefore girls were more prone to absenteeism during and after displacement as compared boys thus reducing their participation in education. The teachers suggested that girls are safer in school thus construction of boarding schools was highly recommended by majority of teachers, 53.2%, since pupils will remain in the secure enclosure of the school thus protecting them from insecurity as they commute to and from home.

To find out whether destruction of school facilities, influences participation of girls in education, the study findings revealed that an overwhelming agreement that school structures are destroyed during conflict distract schooling. Majority of the schools, 87.8 percent, have been used, in one time or another, to house the perpetrators of inter-ethnic conflict, therefore learning is at times interrupted. All the heads of the schools indicated that their schools have been affected, in one way or the other during the inter-ethnic conflicts by suffering losses as classes are burnt, school supplies looted or books destroyed. When school facilities and resources are destroyed, learning during and after

conflict is disrupted thus participation is lowered. Destruction of school facilities and displacement comes in hand in hand since schools structures are worst destroyed by fleeing families and schools are not capable of repairing destroyed structures, thus learning is crippled.

To establish whether there are any coping measures put in place, Objective IV, the researcher sought to find out whether there are any ways to foster resilience in girls that would increase their participation. The study findings show that majority of the respondents felt that the presence of female teachers has an influence on girls' participation in education. Thus schools that have a high percentage of female teachers would foster the resilience of girls. Thus the presence of female teachers in conflict affected areas play a vital role in the reassurance of girls on education. Guidance and counseling is offered to pupils after conflict to help them cope with the trauma experienced and also they are taught basic self-defense skills to help them defend themselves at events of attacks. Thus schools are in the front line to foster resilience in their girl pupils to increase their participation.

The presence of humanitarian organization in Samburu also seems to play a vital role in fostering the resilience of girls through child rights welfare. However, setting up rescue homes in marginalized regions and upgrading lives through construction of boarding facilities in schools would reduce the dangers exposed to pupils as they travel daily to and from home and school especially for girls.

The findings of the study concluded that gender inequality which is deep rooted in the society exclude girl child from education though security is the platform for all other problems that hinder participation in education especially for the plight of the girl child.

In the light of the study findings and conclusions the study recommended that; the government should put in place measures to intensify security in the region especially through disarmament of illegal weapons, and also put up police posts to fight the rising security threats. Sensitization of the public on the importance of community unity in national levels would reduce inter-tribal conflict since the communities will regard members of other ethnic tribes as fellow citizens. The researcher proposes further research on the contribution of boarding school program on girl participation in education.

5.3 Summary of the major findings

The research first sought to know the respondents personal data to get an insight of the respondents' characteristics in relation to the study objectives. Majority of head teachers, 83.3 percent, and teachers, 73 percent were male and majority of the pupils 76.3% percent were boys. Majority of the head teachers had ATS as their highest professional qualification, while majority of the teachers were P1 certificate holders. The research findings on age showed that majority of the head teachers, 77.7 percent, were over 41 years old, while majority of the teachers were aged between 31 to 40 years. Head teachers, 66.7 percent, had over 10 years of teaching experience, while teachers, 50.8 percent, had taught for less than 5 years. Thus both head teachers and teachers were in a

position to give accurate information for the purpose of this study. The study involved pupils from classes 6, 7 and 8 where most of the boys were over 15 years old, while most of the girls were between 11 - 12 years. Majority of the pupils were in class 6, 66.7, showing high pupil drop out across both gender.

5.3.1 Influence of acts of violence on participation of girls in primary school education in Samburu Central Sub County.

The first objective I, sought to establish whether acts of violence in Samburu Central Sub-County influences girls' participation in education. The research findings, table 4.9, revealed that majority of the respondents, 55.6 percent head teachers, 53.7 percent teachers and 72.9 percent pupils indicated that the area is affected by inter-tribal conflicts from time to time that interfere with the livelihoods of the residents. Pupils' enrolment is low as evidenced in table 4.11, majority of the head teachers, 55.6 percent indicated that primary schools did not realize high pupil enrolment rate in both gender. Majority of the head teachers 66.7 percent and teacher 72.2 percent indicated that acts of violence in Samburu Central Sub-County influences girls' participation in education to a very high extent. However, an overwhelming majority of the teachers, 93.7 percent, in table 4.12 indicated that pupils are usually absent from school during conflict lowering participation. Majority of the head teachers and all the teachers indicated that they had been attacked on their way to school.

All the respondents indicated, in table4.13, that girls in their schools had been attacked on their way to school, confirming the prevailing insecurity in Samburu County that is likely to influence girls' participation. Nevertheless, girls drop out of school after being attacked on their way to school, while those that still continue with education have

lowered academic performance and self-esteem, revealing that girls are more vulnerable during conflict than boys thus reducing their participation.

5.3.2 Influence of displacement on participation of girls in primary school education in Samburu Central Sub County.

The second research objective sought to find out whether displacement during conflict influences girls' participation in education. In table 4.17, 66.7 percent head teachers, 80.2 percent teachers and 58.6 percent pupils agreed that displacement, during and after inter-ethnic conflicts in the area, is rife. Thus displacement affects the participation of girls in primary education negatively as schooling schedules are interrupted when families move to safety. Majority of the pupils indicated that their families are often displaced during conflict

The study findings revealed in table 4.19, that 51.5 percent of the pupils are enrolled in other schools after displacement. It is, however, noteworthy that 18.6 percent of the pupils do not attend school as a result of displacement. This has detrimental effects on the participation in primary school education especially on girls.

Majority of both boys and girls were absent from school from time to time, though the percentage count for girls absenteeism was higher than that of boys. Therefore girls were more prone to absenteeism during and after displacement as compared boys thus reducing their participation in education. The teachers suggested, table 4.21, that girls are safer in school thus construction of boarding schools was highly recommended by majority of teachers, 53.2%, since pupils will remain in the secure enclosure of the school thus protecting them from insecurity as they commute to and from home.

5.3.3 Influence of destruction of schools' physical facilities on participation of girls in primary school education in Samburu Central Sub County.

To find out whether destruction of school facilities, Objective III, influences participation of girls in education, the study findings revealed that an overwhelming agreement that school structures are destroyed during conflict distract schooling. Majority of the schools, 87.8 percent, have been used, in one time or another, to house the perpetrators of inter-ethnic conflict, table 4.24, therefore learning is at times interrupted. All the heads of the schools indicated that their schools have been affected, in one way or the other during the inter-ethnic conflicts by suffering losses as classes are burnt, school supplies looted or books destroyed. When school facilities and resources are destroyed, learning during and after conflict is disrupted thus participation is lowered. Destruction of school facilities and displacement comes in hand in hand since schools structures are worst destroyed by fleeing families and schools are not capable of repairing destroyed structures, thus learning is crippled.

5.3.4 How coping mechanisms influence participation of girls in primary school education in Samburu Central Sub County.

To establish whether there are any coping measures put in place, Objective IV, the researcher sought to find out whether there are any ways to foster resilience in girls that would increase their participation. The study findings, table 4.28, show that majority of the respondents felt that the presence of female teachers has an influence on girls' participation in education. Thus schools that have a high percentage of female teachers would foster the resilience of girls. Thus the presence of female teachers in conflict affected areas play a vital role in the reassurance of girls on education. Guidance and

counseling is offered to pupils after conflict to help them cope with the trauma experienced and also they are taught basic self-defense skills to help them defend themselves at events of attacks. Thus schools are in the front line to foster resilience in their girl pupils to increase their participation.

The presence of humanitarian organization in Samburu also seems to play a vital role in fostering the resilience of girls through child rights welfare. However, setting up rescue homes in marginalized regions and upgrading lives through construction of boarding facilities in schools would reduce the dangers exposed to pupils as they travel daily to and from home and school especially for girls.

Women position in the community is believed to be subordinate to that of men. The pastoralist community also feels that educating girls is wasting resources since she will eventually be married off to another family. They therefore opt to educate the boy child especially where resources are limited. With this social biasness the girls' participation in education is lowered thus they remain behind and also lack role models in the society. Many girls are not in school after puberty their participation decreases as they age. Moreover, late enrolment and high repetition rate among pupils. Gender inequality which is deep rooted in the society exclude the girl child from education.

Children in pastoralist community need protection from exploitation and abuse for instance sexual harassment and FGM of girls and recruitment into banditry. The high insecurity in the area needs, not only the government's intervention but the community should put up arms to try and maintain peace in their regions since security is the platform for all other problems that hinder participation in education especially for the plight of the girl child.

5.4 Conclusions from the study

The study concluded that:

Acts of violence in Samburu as a result of interethnic conflicts greatly affects the participation of girls in primary schools as most of them are absented from schools during the conflicts, while others are attacked on their way to schools by perpetrators. Teachers and head teachers are also attacked and this causes abseentism.

Pupils' enrolment is low as indicated by head teachers that primary schools did not realize high pupil enrolment rate in both gender. All the respondents indicated that girls in their schools had been attacked on their way to school, confirming the prevailing insecurity in Samburu County that is likely to influence girls' participation. Nevertheless, girls drop out of school after being attacked on their way to school, while those that still continue with education have lowered academic performance and self-esteem, revealing that girls are more vulnerable during conflict than boys thus reducing their participation.

Displacement affects the participation of girls in primary education negatively as schooling schedules are interrupted when families move to safety. Majority of the pupils indicated that their families are often displaced during conflict

The study findings revealed that 51.5 percent of the pupils are enrolled other schools after displacement. It is, however, noteworthy that 18.6 percent of the pupils do not attend school as a result of displacement. This has detrimental effects on the participation in primary school education especially on girls.

Majority of both boys and girls were absent from school from time to time, though the percentage count for girls absenteeism was higher than that of boys. Therefore girls were more prone to absenteeism during and after displacement as compared boys thus reducing their participation in education. The teachers suggested that girls are safer in school thus construction of boarding schools was highly recommended by majority of teachers, 53.2%, since pupils will remain in the secure enclosure of the school thus protecting them from insecurity as they commute to and from home.

Most school structures are destroyed during conflict distracting schooling. Majority of the schools, 87.8 percent, have been used, in one time or another, to house the perpetrators of inter-ethnic conflict, therefore learning is at times interrupted. All the heads of the schools indicated that their schools have been affected, in one way or the other during the inter-ethnic conflicts by suffering losses as classes are burnt, school supplies looted or books destroyed. When school facilities and resources are destroyed, learning during and after conflict is disrupted thus participation is lowered. Destruction of school facilities and displacement comes in hand in hand since schools structures are worst destroyed by fleeing families and schools are not capable of repairing destroyed structures, thus learning is crippled.

The study findings concluded that majority of the respondents felt that the presence of female teachers has an influence on girls' participation in education. Thus schools that have a high percentage of female teachers would foster the resilience of girls. Thus the presence of female teachers in conflict affected areas play a vital role in the reassurance

of girls on education. Guidance and counseling is offered to pupils after conflict to help them cope with the trauma experienced and also they are taught basic self-defense skills to help them defend themselves at events of attacks. Thus schools are in the front line to foster resilience in their girl pupils to increase their participation.

In the light of the study findings and conclusions the study recommended that; the government should put in place measures to intensify security in the region especially through disarmament of illegal weapons, and also put up police posts to fight the rising security threats. Sensitization of the public on the importance of community unity in national levels would reduce inter-tribal conflict since the communities will regard members of other ethnic tribes as fellow citizens. The researcher proposes further research on the contribution of boarding school program on girl participation in education.

5.5 Recommendations of the Study

The study has revealed that;

i. The government should put in place measures to intensify security in the region especially through disarmament of illegal weapons, and also put up police posts to fight the rising security threats. Sensitization of the public on the importance of community unity in national levels would reduce inter-tribal conflict since the communities will regard members of other ethnic tribes as fellow citizens.

ii. Community participation in school programmes, for instance involvement in recreation activities, environmental conservation activities and developmental activities. The exercises also helps to conserve the school's infrastructure

rehabilitation, fund raisers for provision of resources thus the members of the community will gain the insight on the importance of school's facilities reducing their destruction during conflict.

iii. The teachers should engage children who have been in conflict with recreation activities to reassure them from conflict. Involvement in recreation activities such as drama and music festivals brings healing to traumatized pupils.

iv. Non-governmental organizations should also put in place programmes to promote education on above other humanitarian support.

5.6 Suggestions for Further Study

The study proposes further research in the following areas:

i. This study needs to be replicated in other conflict affected districts throughout the country in order to compare the results.

ii. Further study should also be carried out on contribution of boarding school program girl participation in education.

iii. A study should be carried out to investigate the impact of gender inequality among conflict affected community in provision of quality of education.

REFERENCES

Amisi, B.K. (1997). Conflicts in the Rift Valley and Western Kenya: Towards early warning indicator identification. *A paper prepared to USAID Conference on Conflict Resolution in the Greater Horn of Africa, Nairobi, June 1997*.

Anastasia, N. Teklemariam, A.(2011).Socio-cultural and economic factors affecting primary education of Masai girls in Loitokitok District, Kenya *The Western Journal of black studies 35-268-280*

Buckland, P.(2005).*Reshaping the future: Education and post conflict reconstruction*. Washington: World Bank.

GoK (2010). *National policy for the Sustainable development of arid and semi arid lands in Kenya*. Government Printers. Nairobi.

Ibrahim, D. & Jenner, J. (1996) *Wajir Community Based conflict management, a paper presented to the USAID Conference on Conflict resolution in the Greater Horn of Africa*, Nairobi.

Kameri-Mbote, P. (2002). The Development of Biosafety Regulation in Africa in the Context of the Cartagena Protocol: Legal and Administrative issue 11.1 *in journal. Israel journal of veterinary medicine;*

Kenya Human Rights Commission. (2001) *Raiding Democracy: The Slaughter of the Marakwet in the Kerio Valley*, KHRC, Nairobi.

Kirchoff and Ib´a˜nez (2002) *Como el Desplazamiento Forzado Deteriora el Bi-*

Kothari, R.C. (2003). *Research Methodology, Methods and Techniques*. New Delhi: New Delhi International Publishers.

Kraelti, S. (2001). Education Provision to nomadic pastoralists; *a literature review. IDS Working paper 126*.

Maslow, A. (1980) *Motivation and Personality*. New York, NY: Harper Publishers.

MOE(2006). *Ministry of Education strategic plan 2006-2011*. Government Printers, Nairobi.

Mugenda, O.M and Mugenda A.G.(2003). *Research Methods, Quantitative and Qualitative Approaches*. ACTS Press, Nairobi, Kenya

Nicolai S. and Triplehorn C. (2009). *The Role of Education in Protecting Children in Conflict*. London: Overseas Development Institute Publishers.

Orodho, J.A. (2004). *Essential of Educational and social science, Research methods,* Nairobi: Masola Publishers.

Republic of Kenya. (2009). *Ministry of planning and National Development; Samburu County Development Plan 2009- 2014*. Nairobi: Government Printers.

Shemyakina O. (2011). *The Effect of Armed Conflict on Accumulation of Schooling*: Results New York: GPE

Sifuna D. N. (2005). Increasing Access and. Participation of Pastoralist. Communities in Primary. Education in Kenya. International. *A journal on Review of Education, Vol. 2*

Sommers, M. (2002). "*Children, Education and War: Reaching Education For All Paris*: International Institute for Educational Planning, UNESCO.

UNESCO. (2011) Inter-Agency Network for Education in Emergencies, *Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction* :Paris

World Bank. (2005). *World Development* Report 2004-2005. Washington: World Bank.

APPENDIX I

LETTER OF INTRODUCTION

University of Nairobi,

Department of Education Administration and Planning,

P.O. Box 30197-00100'

NAIROBI

The Head Teacher

.... School

Samburu

Dear Sir/ Madam,

RE: REQUEST TO CONDUCT RESEARCH IN YOUR SCHOOL

I am a post graduate student at the University of Nairobi pursuing a Masters Degree in Education in Emergencies. As part of the requirement for the award of the Masters Degree, I am expected to undertake a research study. I will be carrying out a research on "Influence of inter-ethnic conflict on girls' participation in primary education in Samburu County."

I kindly request you to assist me gather information in your institution. Your positive participation in this study will be highly appreciated.

Yours sincerely,

Jayne Warwathia Chege

QUESTIONNAIRE FOR THE HEADTEACHER

Introduction

You are kindly requested to provide answers to these questions as honestly and precisely as possible. Responses to these questions will be treated as confidential and used for academic purposes only. Please tick [√] where appropriate or fill in the required information on the spaces provided.

Part A: Background Information

1. What is your gender? Male [   ]   Female [   ]

2. What is your age bracket?

i.   Up to 30 years [   ]   ii. Between 31 – 40 years [   ]

iii.   Between 41 – 50 years [   ]   iv. Above 50 years [   ]

3. What is your highest educational qualification: Certificate [   ], Diploma [   ], BED [   ]

        MED [   ] Other (specify)_____

4. For how long have you worked as a head teacher?

        Less than 5 years [ ], between 5 – 10 years [ ], between 11 – 15 years [ ], above 15

        years [ ] Others (specify)…………………………………

5. How long have you taught in your current school?

        Less than 5 years   [   ]   5-10 years   [   ]   over 10 years [   ]

Part B: Security and girls' participation in education

1.   Kindly indicate your school's pupil enrolment Boys …… Girls ………..

2. Are pupils in your school absent from school from time to time?   Yes   [

   ]   No [   ]

b. If yes how often? Once per week [   ]   Twice per week [   ] More than

   twice per week [   ]   Once per month [   ]   Once per term [   ]

3. Is Samburu County faced with inter-tribal conflict? Yes [   ]   No [   ]

4. Have you ever been attacked on your way to work? Yes [   ] No[   ]

5. Kindly rate the extent to which inter-tribal conflict interfere with your school's

   program? Very high extent [   ]   Moderate high extent[   ] Small extent [   ]

      Very small extent [   ]

6. Are there instances where female pupils have been attacked on their way to school?

    Yes [   ] No [   ]

7. If yes, how did this affect the participation of girls' in education? Explain

   _____

8. To what extent do you agree with the following statements on security and

   participation to education? Rank by placing a tick in the appropriate place.

    1= strongly disagree,   2=disagree,   3= agree 4= strongly agree

Factors Under Consideration	1	2	3	4
During conflict more girls than boys are absent from school				
More boys enroll in school than girls				
The school is located very far from the homes				
Many girls are attacked and raped on their way to or				

Factors Under Consideration	1	2	3	4
from school				
Schools and parents organize escorts for pupils to and from school				

9.   In your opinion, kindly indicate the possible measures that your school should undertake to ensure that security doesn't hinder participation of girls in primary education? _____

Part C: Displacement and participation of girls in primary education

1.   How often do inter-ethnic conflicts lead to displacement?   Always [   ]   Often [   ]   Rarely [   ]

2.   How often are schools occupied by the perpetrators of conflict?

Always [   ]   often [   ]   rarely [   ]   Never [   ]

3.   How often are schools occupied by the displaced communities during conflict?

Always [   ] often [   ]   rarely [   ] Never [   ]

4. To what extent does family displacement influence girl's participation in education? Tick one.

Very high extent [   ]

High extent [   ]

Low extent [   ]

Very low extent [   ]

5. To what extent do you agree with the following statements on displacement and girls participation in education? Rank by placing a tick in the appropriate place.

1= strongly disagree,   2=disagree,   3= agree 4= strongly agree

Factors Under Consideration	1	2	3	4
Families move far away during conflict thus learners cannot come to school especially girls				
Schools relocate with moving communities after conflict				
Teachers transfer to other areas not affected by conflict				
Schools are good shelters for displaced families				
Learning takes place normally even after displacement of families				

6. In your opinion, kindly indicate the possible measures that your school should undertake to ensure that displacement doesn't hinder participation of girls in primary education? _____

Part D: Destruction of school's physical facilities and participation of girls in primary education

7. How often has schools have been destroyed during conflict? Always [   ] often [   ] Sometimes [   ] Rarely [   ] Never [   ]

8. How are school facilities were destroyed during these conflicts?

   Classrooms burnt down [   ]   Building materials rooted [   ]

Stationeries and books destroyed [   ] others (specify) _____

9. Where do you hold classes when school is destroyed?   Makeshift

   structures [   ]   Under trees [   ]   No classes are held [   ]

10. To what extent do you agree with the following statements on destruction of school facilities and girls participation in education? Rank by placing a tick in the appropriate place.

    1= strongly disagree,   2=disagree,   3= agree 4= strongly agree

Factors Under Consideration	1	2	3	4
School structures are burnt down during conflict				
School structures that house conflict perpetrators are left in bad condition				
School facilities are destroyed when they house fleeing families				
Learning takes place under shades so no structures are destroyed				
Schools cannot raise money to reconstruct destroyed school facilities				

11. In your opinion, kindly indicate the possible measures that your school should undertake to ensure that destruction of school facilities doesn't hinder participation of girls in primary education? _____

   Part E: Coping mechanism of girls in conflict contexts

12. Do you think having more female teachers would increase the participation of girls in your school? Yes [ ]   No [ ]   Explain

    ……………………………………………………………………

13. To what extent do you agree with the following statements on coping measures of girls' participation in education? Rank by placing a tick in the appropriate place.

    1= strongly disagree,   2=disagree,   3= agree 4= strongly agree

Factors Under Consideration	1	2	3	4
Schools offer girls with boarding facilities due to conflict				
There are humanitarian organizations in Samburu to support girl child welfare				
Female teachers play a very important role to increase girls participation in education				
Guidance and counseling is offered to tramutized girls on issues related to inter-ethnic conflict				
Schools train girls on basic self-defense skills				

14. In your opinion, kindly indicate the possible measures that your school should undertake to ensure that displacement doesn't hinder participation of girls in primary education? _____

APPENDIX III

QUESTIONNAIRE FOR TEACHERS

Introduction

Please respond to the following items as honestly and accurately as possible

All your responses will be treated with due confidentiality for the sole purpose of this study. Please read each statement carefully and put a mark against the appropriate answer.

Part A: Background Information

1. Gender Male [ ] Female [ ]

2. Teaching experience: 1-5 years [ ], 6-10 years [ ], 20 years and above [ ]

3. Professional qualification: Masters Ed. [ ], Bed [ ], Dip. Ed. [ ] Certificate [   ]

(tick one) other(specify)

Part B: Insecurity and girls' participation in primary education

4.   Are pupils in your school absent from school from time to time?   Yes   [   ]   No [   ]

   b. If yes how often? Once per week [   ]   Twice per week [   ] More than twice per week   [   ]   Once per month [   ]   Once per term [   ]

5.   Is Samburu County faced with inter-tribal conflict? Yes [   ]   No [   ]

6.   Have you ever been attacked on your way to work? Yes [   ]   No[   ]

7. Kindly rate the extent to which inter-tribal conflict interfere with your school's program? Very high extent [   ]   Moderate high extent[   ] Small extent [   ]

   Very small extent [   ]

8. Are there instances where female pupils have been attacked on their way to school?

   Yes [   ] No [   ]

9. If yes, how did this affect the participation of girls' in education? Explain

   _____

10. To what extent do you agree with the following statements on security and participation to education? Rank by placing a tick in the appropriate place.

    1= strongly disagree,   2=disagree,   3= agree 4= strongly agree

Factors Under Consideration	1	2	3	4
During conflict more girls than boys are absent from school				
More boys enroll in school than girls				
The school is located very far from the homes				
Many girls are attacked and raped on their way to or from school				
Schools and parents organize escorts for pupils to and from school				

11. In your opinion, kindly indicate the possible measures that your school should undertake to ensure that security doesn't hinder participation of girls in primary education? _____

Part C: Displacement and participation of girls in primary education

15.   How often do inter-ethnic conflicts lead to displacement?   Always [   ]   Often

[   ]   Rarely [   ]

16.   How often are schools occupied by the perpetrators of conflict?

Always [   ]   often [   ]   rarely [   ]   Never [   ]

17.   How often are schools occupied by the displaced communities during conflict?

Always [   ] often [   ]   rarely [   ] Never [   ]

18. To what extent does family displacement influence girl's participation in

education. Tick one.

Very high extent [ ]

High extent [ ]

Low extent [ ]

Very low extent [ ]

19. To what extent do you agree with the following statements on displacement and

girls participation in education? Rank by placing a tick in the appropriate place.

1= strongly disagree,   2=disagree,   3= agree 4= strongly agree

Factors Under Consideration	1	2	3	4
Families move far away during conflict thus learners cannot come to school especially girls				
Schools relocate with moving communities after conflict				
Teachers transfer to other areas not affected by				

Factors Under Consideration	1	2	3	4
conflict				
Schools are good shelters for displaced families				
Learning takes place normally even after displacement of families				

20. In your opinion, kindly indicate the possible measures that your school should undertake to ensure that displacement doesn't hinder participation of girls in primary education? _____

Part D: Destruction of school's physical facilities and participation of girls in primary education

21. How often has schools have been destroyed during conflict? Always [   ] often [   ] Sometimes [   ] Rarely [   ] Never [   ]

22. How are school facilities were destroyed during these conflicts?

    Classrooms burnt down [   ]   Building materials rooted [   ]

    Stationeries and books destroyed [   ] others (specify) _____

23. Where do you hold classes when school is destroyed?   Makeshift structures [   ]   Under trees [   ]   No classes are held [   ]

24. To what extent do you agree with the following statements on destruction of school facilities and girls participation in education? Rank by placing a tick in the appropriate place.

    1= strongly disagree,   2=disagree,   3= agree 4= strongly agree

89

Factors Under Consideration	1	2	3	4
School structures are burnt down during conflict				
School structures that house conflict perpetrators are left in bad condition				
School facilities are destroyed when they house fleeing families				
Learning takes place under shades so no structures are destroyed				
Schools cannot raise money to reconstruct destroyed school facilities				

25. In your opinion, kindly indicate the possible measures that your school should undertake to ensure that destruction of school facilities doesn't hinder participation of girls in primary education? _____

Part E: Coping mechanism of girls in conflict contexts

26. Do you think having more female teachers would increase the participation of girls in your school? Yes [   ]   No [   ]   Explain

………………………………………………………………

27. To what extent do you agree with the following statements on coping measures of girls' participation in education? Rank by placing a tick in the appropriate place.

1= strongly disagree,   2=disagree,   3= agree 4= strongly agree

Factors Under Consideration	1	2	3	4
Schools offer girls with boarding facilities due to conflict				
There are humanitarian organizations in Samburu to support girl child welfare				
Female teachers play a very important role to increase girls participation in education				
Guidance and counseling is offered to traumatized girls on issues related to inter-ethnic conflict				
Schools train girls on basic self-defense skills				

28. In your opinion, kindly indicate the possible measures that your school should undertake to ensure that displacement doesn't hinder participation of girls in primary education? _____

APPENDIX IV

QUESTIONNAIRE FOR PUPILS

Introduction

Please respond to the following items as honestly and accurately as possible, please read each statement carefully and put a mark against the appropriate answer.

1. What class are you? Std 6 [   ]   std 7   [   ] std 8   [   ]

2. What is your gender?   Male   [   ]   female [   ]

   Part B: Security and girls' participation in primary education

3. Do you attend school when there are clashes in your area? Yes[   ] No[   ] if no, explain why

4. Do you feel safe when going to school?   Yes [   ] no [   ] If no, what are you afraid of?

5. Have you or your school mate ever been attacked on their way to school? Yes [   ] No [   ]

6. If yes, did it affect girls' attendance? Explain

Part C: Displacement and girls' participation in primary education

7. How often have you or your schoolmates been displaced due to conflict?

      Every time[   ]   often[   ] sometimes[   ] rarely [   ]

8. When displaced, did you continue to attend school? Yes [   ] No [   ]

9. If yes, where did you go to school?

Part D: Destruction of schools' physical facilities and girls' participation in primary education

10. How often is your school destroyed during clashes? Always[   ] often [   ] sometimes [   ] occasionally [   ] never [   ]

11. If so which facilities were destroyed? School building [   ] fence [   ] offices [   ] toilets [   ]

12. Did this affect your schooling? explain

    Part E: Girls coping mechanism in conflict contexts

13. Are there girls who still come to school during conflict? Yes [   ] No [ ]

14. If yes, why do you think they still attend despite the insecurity?

15. Do you think having more female teachers would improve the attendance of girls? Yes [   ] No [   ]

16. If yes, explain

APPENDIX V

AUTHORIZATION LETTER

**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9ᵗʰ Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:
10ᵗʰ November, 2014

NACOSTI/P/14/4270/3986

Jayne Warwathia Chege
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Influence of inter-ethnic conflict on girls participation in primary education in Samburu County, Kenya,''* I am pleased to inform you that you have been authorized to undertake research in **Samburu County** for a period ending **31ˢᵗ December, 2014.**

You are advised to report to **the County Commissioner and the County Director of Education, Samburu County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

DR. S. K. LANGAT, OGW
FOR: SECRETARY/CEO

Copy to:

The County Commissioner
Samburu County.

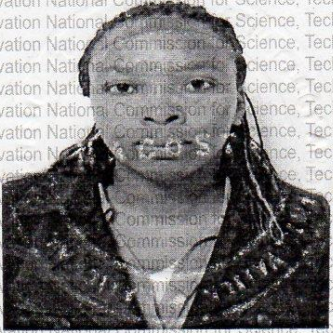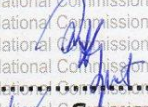The County Director of Education
Samburu County.

National Commission for Science, Technology and Innovation is ISO 9001: 2008 Certified

APPENDIX VI

RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MS. JAYNE WARWATHIA CHEGE
of UNIVERSITY OF NAIROBI, 0-902
kikuyu,has been permitted to conduct
research in *Samburu* County

on the topic: *INFLUENCE OF
INTER-ETHNIC CONFLICT ON GIRLS
PARTICIPATION IN PRIMARY EDUCATION
IN SAMBURU COUNTY,KENYA*

for the period ending:
31st December,2014

Permit No : NACOSTI/P/14/4270/3986
Date Of Issue : 10th November,2014
Fee Recieved :Ksh 1,000

....
**Applicant's
Signature**

....
**Secretary
National Commission for Science,
Technology & Innovation**