

**INFLUENCE OF 2007/2008 POST ELECTION VIOLENCE ON
ACADEMIC PERFORMANCE: A CASE OF PUBLIC PRIMARY
SCHOOLS IN KIBRA CONSTITUENCY IN NAIROBI COUNTY,
KENYA.**

VICTORIA ATIENO APOLLO

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DECLARATION

This research report is my original work and has not been presented for any award in any other university.

Apollo Victoria Atieno

L51/77651/2012

Date

This report has been submitted for examination with my approval as a university supervisor

Mr. Augustine Mwangi

Lecturer

Department of Distance Education

Date

DEDICATION

This work is dedicated to my parents Mr. and Mrs. Apopo and my sons Edgar, Richard and Fred for their love, commitment, encouragement and unconditional support which laid a firm foundation for my academic journey,

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ABBREVIATIONS AND ACRONYMS

GAS – General Adaptation Syndrome

IDP - Internally Displaced Person

PEV - Post Election Violence

PTSD – Post Traumatic Stress Disorder

ABSTRACT

The purpose of this study was to assess the influence of 2007/2008 post-election violence on academic performance of pupils in public primary schools in Kibra constituency, Nairobi County Kenya. In particular the study sought to examine the psychological influence of 2007/2008 post-election violence on academic performance of pupils in Kibra constituency, the economic influence of 2007/2008 post-election violence on pupils' academic performance in Kibra constituency and it also sought to establish the social influence of 2007/2008 post-election violence on pupils' academic performance in public primary schools in Kibra constituency. The Study adopted the descriptive survey design. Literature reviewed indicated that psychological, economic and social influence of violence had a negative influence on pupils' academic performance. The study sampled four public primary schools, one hundred and ninety three pupils, twenty parents and eight class teachers, from the sampled schools. The schools were randomly sampled. The data collection instruments comprised of questionnaires. Data collected was categorized, coded analyzed then tabulated. The analysis was done using statistical package for social sciences (SPSS). Correlation analysis was used to determine whether there was any relationship between psychological influence of violence, economic influence of violence and social influence of violence and academic performance of pupils in public primary schools in Kibra constituency. The decision on whether the relationship between the dependent variables and the independent variables was statistically significant was made at the level of significance of 0.05. The results revealed that psychological, economic and social influence of violence negatively influenced academic performance of the children under study. Among the respondent 88.1 percent of pupils, 87.5 percent of teachers and 73.7 percent of parents believed that the psychological influence of post election violence contributed towards the drop in academic performance, 87.5 percent of teachers and 57.9 percent of parents attributed the drop in academic performance to the economic influence of 2007/2008 post election violence. The social influence of 2007/2008 post election violence resulted in a drop in academic performance where 87.5 percent of teachers and 63.2 percent of parent reported of the drop as a result of social influence of violence. It is recommended that educators need to interpret, anticipate and develop effective school policy and programs for optimal teaching and learning after a violent situation affecting learning, sponsors of education should take into account educational programs which will cater for situations under crisis and the ministry of education should make it a policy that every school should have a guidance and counseling department where children, parents and teachers who need support can be attended to adequately. It also recommended that a similar study be carried out targeting public and private schools covering a wider geographical area.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

According to Brundtland (2002), violence pervades the lives of many people around the world and touches all of us in some way. Violence is wide in form and occurrence Issorf (2008). According to the WHO (2008), each year over 1.6 million people worldwide loose their lives to violence. For every person who dies as a result of violence, many more are injured and suffer from a variety of physical, sexual, reproductive and mental health problems. Moreover violence places a massive burden on national economies, costing countries billions of US dollars each year in healthcare, law enforcement and lost productivity WHO (2008).

Violence by young people is one of the most visible forms of violence in society. Around the world, newspapers and the broadcast media report daily on violence by gangs, in schools or by young people on the streets. The main victims and perpetrators of such violence, almost everywhere are themselves adolescents and young adults. Armed clashes left scores of people dead in Ukraine as President Obama and German chancellor Angela Merkel vowed to impose stiffer economic sanctions on Russia if it disrupts Ukraine's upcoming election. Officials said 42 people had been killed in battles between government supporters and Russia-backed separatists in the Southern City of Odessa, marking the worst day of bloodshed in the months-long crisis WHO (2008).

According to UNICEF (2005), many Syrian families are still in shock at the collapse of an education system that was once envy of the region. Prior to the conflict, primary

school enrollment had been almost universal for a generation, Literacy rates were 90% and Syria was spending almost 5% of annual GDP on national learning. In just 3 years, this investment has been largely wiped out. A fifth of all Syrian schools have been destroyed, damaged, turned into shelters or taken over by armed groups and forces. Many teachers no longer report to work. Nearly 3 million children in Syria and neighboring countries, that is, half of those who should be in school are now missing from the classroom. A pair of car bombs in Syria's central Hama province killed 18 people including 11 children, state media reported. The bombings were the latest in a series of attacks by both sides in the country's civil war that has caused escalating numbers of civilian casualties. The shooting of seventeen-year-old Trayvon Martin in Sanford, Florida, a tragic loss of life rapidly spiraled into a national spectacle involving a toxic mixture of race and violence. National Broadcasting Co-Operation added fuel to the flames by broadcasting an edited version of the remarks by the alleged shooter, George Zimmerman, distorting his words in a way that seemed to corroborate the narrative of racial profiling WHO (2008).

Mexico continues to experience high levels of violence as a result of illicit drug trafficking organizations. Criminal cartels which traffic 95% of the cocaine consumed in the United States have killed an estimated sixty thousand Mexican soldiers, police, politicians and civilians since 2006 UNNC (2009). Post election violence following disputed election results is not uncommon. In Bangladesh, post election violence broke out following the December 29 general election in 2008 leaving as many as twenty people dead in less than a month UNNC (2009).

Violence has crippled the Central Africa Republic. Nearly 935,000 displaced people are hiding in bushes and seeking refuge with host families and churches and schools have been turned into makeshift shelters. More than half of the population of the capital city of Bangui has been displaced and nearly 60% of them are displaced children according to the latest report from UNHCR, the United Nations' refugee agency. After the predominantly Muslim backed Seleka and other rebel groups from the marginalized northeast seized Bangui, one of the Seleka leaders, Michel Djotodia, overthrew President Francios Bozize who fled to Cameroon, creating a political power struggle. Under Djotodia's interim presidency and transitional governance, Human Rights watch has reported details of the Seleka's deliberate killing of civilians, women, children and the elderly. The rights group also reported in recent weeks that violence and insecurity in the region had taken on an alarming sectarian dimension. Residents say the violence between the Muslims Seleka Militias and the retaliating Christian groups has wreaked havoc in cities across the Central African Republic UNHCR (2012).

For a number of years, high levels of conflict and violence have been characteristic of South Africa. Fuelled by the International Media, the perception of South Africa became that of a country with pervasive culture and violence particularly the political and unrest related type. Although political and collective violence did subside after the 1994 elections, the period since 1994 has been characterized by an unprecedented wave of violent crime. The patterns and manifestations of various forms of violence in South Africa Prior to 1990, the conflict and violence in South Africa were driven by Township residents' opposition to Apartheid IDMC (2012). The struggle centered on action against the state in adherence to calls by banned organizations to make the townships ungovernable. This conflict and violence centered on such actions as rent, services and

consumer boycotts, worker stay away, disruption of schooling, protest marches and mass mobilization. With the implementation of two successive states of emergency by the government by 1985 and 1986 and the consequent clamp down on open political activity, events such as funerals became rally occasion for mobilizing communities against the state. This often led to township confrontations between township and residents and the security forces. Many of the fatalities and injuries of this period involved action of the security forces to contain such protests. Other deaths were caused by the state's covert operations to counter this unrest through inter alia, means of hit squads such as hotel residents, and squatter residents' strongmen/ warlords or the disappearance of activities as well as the murder in detention of a number IDMC (2012).

Zimbabwe's post-election violence was reported following the 20th March 2008 presidential election. Dispute pitted the incumbent Robert Mugabe against the leader for democratic change Morgan Tsvangirai (Mpfu 2008). The impact of violence in Zimbabwe was felt in the education sector to the point where teachers could not afford transport to go to school. Absenteeism was the order of the day. The better part of the year was a total waste in education circles, with only private schools that offered a subsidized allowance to their teaching staff conducting lessons. Even calls to suspend the public exams that year were not misplaced. The situation also worsened on the political front after the unleashing of violence on targeting teachers especially in the rural areas world bank (2005).

In Zanzibar, at least 17 opposition civic united front supporters were injured and five sustained bullet wounds in clashes with police as a result of post-election violence BBC (2005). In Rwanda, between April and June 1994, an Estimated 800,000 Rwandans were

killed in the space of 100 days, most of the dead were Tutsis and most of those who perpetrated the violence were Hutus. The genocide was sparked by the death of Rwandan President Juvenal Habyarimana, a Hutu when his plane was shot down above Kigali Hospital on 6th April 1994. Thousands of Tutsis tried to escape the slaughter by hiding in churches, hospitals, schools and government offices. These places which historically have been places of refuge were turned into places of mass murder during the Rwandan genocide. One of the worst massacres of the Rwandan genocide took place on April 15-16 1994 at Nyarubuye Roman Catholic Church. Tutsis who had sought refuge in this church were killed using grenades and guns, machetes and clubs Barnette (2003).

Akresh and DeWalque (2008) examined the impact of Rwanda's 1994 genocide on children's schooling. Rwanda experienced in 1994 one of the world's most violent episodes on genocide violence. The genocide was extremely violent and disrupted the school year throughout the country. Schools were closed, buildings and supplies were destroyed, teachers and students were killed or forced to become refugees. Akresh and De Walque (2008) found that school age children were exposed to genocide experienced a drop in educational achievement of almost half a year of completed schooling and 15 percent are less likely to complete third or fourth grade. The most likely mechanism linking the genocide to education attainment is through lack of progression to higher secondary schooling grades.

Northern Uganda has also endured decades of armed violence. The insurgence of the Lord's Resistance Army (LRA), the dominant conflict of the past more than 20 years, emerged from earlier armed insurgencies that were rooted in Northern Regional grievances against the National government of President Yoweri Museveni. When

Museveni's National Resistance Army seized power in 1986, it faced armed resistance in Northern Uganda from the Uganda's People Democratic Army (UPDA) Made up of sympathetic civilians and remnants of the army of the previous government. Local support for the UPDA was motivated by resentment against a government perceived to be dominated by Western and Southern Ugandan interests. The cost of the armed violence has been extreme. When international attention was finally drawn to the horrors and seeming interminability of the LRA insurgency, the detail of the human and social costs became more widely known. The civilians' deaths and massive population displacements, the scale of abductions and damaged psyches of children and the prolonged fear suffered by a large region over many years all contributed to widespread breakdown of families, communities and traditions in the region affected. An entire generation has grown up outside the influence of the established social activities and norms of the region IDMC (2012).

Kenya has had its share of violence where violence of varying degrees has flared up consistently in elections since 1992. Most recently after the 2007 presidential elections where the outcome which was deeply contested led to violent protests. Although Kenya is frequently cited as a model for political stability and economic development in Africa according to Kaarsholm (2006), the violence in the aftermath of Kenyan 2007 poll must be seen in the context of contested nature of land settlement schemes since the 1960s and subsequent political violence. Relentless violence rocked the Rift Valley as property was torched Some (2008). According to Report filed by UNOHCR (2008) more than 1200 Kenyans were reported killed, thousands injured, over 300,000 people displaced and 42,000 houses and many businesses were looted or destroyed. Besides a significant number of cases of sexual violence were also reported. According to CIPEV (2008) all

but two provinces in both urban and rural parts of the country were affected. The post-election violence in Kenya had three distinct patterns: spontaneous, organized and retaliatory UNOHC (2008).

According to UNOHCR (2008) report, the spontaneous wave began immediately after the announcement of the contested presidential election results especially in Kisumu and Nairobi's informal settlement areas. The second wave consisted of organized attacks in the Rift Valley, which appeared to have targeted non-Kalenjin communities and those perceived as opponents of the opposition, Orange Democratic Movement party (ODM). In retaliation, gangs of Kikuyu youth subsequently attacked non-Kikuyu groups in Naivasha, Nakuru and Mathare CITCK (2002).

The informal settlements are a hotspot for conflict. They are often impoverished, have very dense populations and limited access to information and reflect the ethnic make-up of the country. Nairobi's informal settlement areas are the most violent and vulnerable neighborhoods in Nairobi and as media reports indicate, post-election violence started in the Nairobi slums (Kibra) before it spread to other parts of the country. Consequently, the slums bore the heaviest brunt of violence. The most infamous crimes against school children have occurred in the nation's slums such as Kibra, Mathare and Mukuru. Exposure to violence affects children's views of the world and themselves, their ideas about the meaning and purpose of life, their expectations for the future happiness and their moral development. Exposure to violence often interferes with developmental tasks children need to accomplish in order to become competent members of society. Two key developmental tasks frequently compromised by exposure to violence are children's adoption to school and academic achievement. According to Kenya news agency the

violence had affected ten million learners at all educational levels. Most schools in Nyanza closed for long periods due to the violence while classes in 15 schools in Nairobi were halted after chaos erupted, Kenya Red Cross society (2008).

1.2 Statement of the Problem

In 2007/2008 Kenya experienced a crisis of post election violence that led to estimates of up to 1,500 deaths and as many as 600,000 people displaced. The informal settlements such as Kibra, Mathare and Mukuru among others were vastly affected by the acts of violence, Save the children (2008).

Residents of Kibra informal settlement area were among those who suffered the most during the 2007/2008 post election violence. Among the residents is school going children who also feel the effect of the post election violence. The influence of the post election violence impacted negatively on most families resulting in stress among both parents and pupils. The influence of the stress experienced by pupils is usually projected in their academic performance. These students go through the same education programs without considering that they are faced with challenges resulting from the post election violence, Mc Ewen (2002).

Several researches have been carried out on the influence of the 2007/2008 post election violence in Kenya especially on KCPE academic performance. However, few researches have been conducted to find out the influence the post election violence has on academic performance in public primary schools within Kibra constituency in Nairobi County Kenya. These children are challenged because at whatever level of education they are they come from an environment that bears the influence of the post election violence. As

such there is an urgent need to establish the influence of 2007/2008 post election violence on academic performance of pupils in public primary schools in Kibra constituency, Save the children (2008).

Students are supposed to nurture their abilities by fully concentrating on their academic work. Any dysfunction that may cause mental anguish like trauma resulting from electoral related violence is likely to divert their attention in school and therefore influence their development and potential, Katie and Sullivan (2005).

1.3 Purpose of the Study

The purpose of this study was to assess the influence of post election violence on academic performance of pupils in public primary schools in Kibra constituency in Nairobi County, Kenya.

1.4 Objectives of the study

This study was guided by the following objectives

1. To examine the psychological influence of post election violence on academic performance of pupils in public primary schools in Kibra constituency.
2. To assess the economic influence of post election violence on academic performance of pupils in public primary schools in Kibra constituency.
3. To establish the social influence of post election violence on academic performance of pupils in public primary schools in Kibra constituency.

1.5 Research Questions

The study attempted to answer the following research questions:

1. What is the psychological influence of post election violence on academic performance of pupils in public primary schools in Kibra constituency?
2. What is the economic influence of post election violence on academic performance of pupils in public primary schools in Kibra constituency?
3. To what extent has the social influence of post election violence influenced academic performance of pupils in public primary schools in Kibra constituency?

1.6 Significance of the Study

The perception of violence is an escalating problem in Kenya. Witnessing acts of violence cause students to be fearful, anxious, influences students' willingness to attend school and influences students' ability to learn and to be social at school. The researcher hopes that the findings of this study would be of help to various people and groups concerned with the running of the country's education. First the findings of this study will have both theoretical and practical implication for the future of education in Kenya.

The information gathered will enable educators to interpret, anticipate and develop effective school policy and programs for optimal teaching and learning after a violent situation influencing the teaching and learning process. The findings of this study will provide background information to research organizations and scholars who will want to carry out further research on this area. This study will facilitate individual researchers to identify gaps in the current research and carry out research in those areas. The findings of this study will also be significant to other sponsors of education and it will enable them to take into account educational programs which will cater for situations under

crisis. These considerations will help in reducing the negative influence of violence on academic performance.

1.7 Delimitation of the Study

The study was carried out in public primary schools in Kibra constituency. The study was confined only to the influence of post election violence on academic performance in Kibra constituency. At the same time the study only interviewed Std 7 and 8 pupils, parents and class teachers who were in session. The study concentrated on the psychological, social and economic influence of post election violence on academic performance of the sampled pupils in public primary schools.

1.8 Limitation of the Study

Some respondents were not ready and willing to give the correct information due to fear of being reprimanded. Both teachers and pupils were hard pressed to continue with their school program hence lacked time to concentrate on this study. This made them to participate in the study during their own convenient time.

To curb the above challenges, the respondents were assured of confidentiality and the purpose of the study was clearly spelt out to them. The respondents were given the option of suggesting when they preferred to participate in the study.

The validity and reliability of the study's information, which was obtained from the staff, depended on how honest they were. Selecting a representative sample was tricky as too large a sample rendered it difficult to collect information economically and yet too small a sample yield results that are not representative of the overall staff population.

Time also acted as a limitation in this study. If a longer amount of time had been allocated, not only would it have been possible to visit schools in session, but also to visit a greater number of schools. What has been produced in this study is only part of the picture. It would have a more complete assessment of influence of 2007/2008 post election violence on pupils' academic performance had the study surveyed a larger number of schools in Nairobi to see if the 2007/2008 post election violence had influenced academic performance of pupils in other kinds of schools in different ways.

1.9 Assumption of the Study

The study assumed that the respondents would answer the questions correctly, truthfully and within the stipulated timeframe. All questionnaires would be returned and information gathered from the study would be beneficial to the education sector. Influence of post election violence is being projected to the academic system.

1.10 Definition of Significant terms

Academic Performance - Achievement in examinations

Post election violence - Behavior involving physical force intended to hurt damage or kill someone or something at the release of election results.

Psychological - Relating to the human mind and feelings

Social - Relating to society and living together in an organized way

Economic - Connected with the trade industry and development of wealth of a society

1.11 Organization of the Study

This study is organized into five chapters. Chapter one is the introduction. It consists of the background to the study, statement of the problem, purpose of the study, research objectives and research questions. Others include significance of the study, limitations of the study, delimitations of the study, basic assumptions and definition of significant terms.

The second chapter deals with literature review. The reviewed literature is organized according to the following themes: psychological influence of 2007/2008 post election violence, social influence of 2007/2008 post election violence and economic influence of 2007/2008 post election violence on academic performance. Theoretical and conceptual framework is also explained. Research Methodology of the study forms the third chapter. It focuses on the research design, target population, sample size and sampling procedure, description of research instruments, the test for reliability and validity, procedure for data collection and methods of data analysis are also addressed. Chapter Four deals with data analysis, presentation and interpretation of findings of the study. It presents the analysis, presentation and interpretation of the data collected in form of charts and tables. Chapter Five deals with the summary of the findings, discussion conclusions, and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The literature review aims at reviewing the critical points of current knowledge including substantive findings as well as the theoretical and contribution of a particular topic. The literature review on this study includes the following sub-topics: psychological influence of violence, social influence of violence, economic influence of violence, and finally the summary of the literature review.

2.2 Psychological influence of violence

Exposure to violence almost always carries emotional consequences for children. Studies have shown that both witnessing and/or being a victim of community violence may put children at risk of increased anxiety and depressive symptoms. Violence exposure can be interpreted by the child to mean not only is the world unsafe but also that the child is unworthy of being kept safe. These attitudes can undermine children's schools adjustment and academic achievements by contributing to negative self perception and problems with depression and anxiety, Buka (2001).

Another emotional consequence of children's exposure to violence is post traumatic stress disorder (PSTD). Researchers have determined that both chronic and acute exposure to violence is linked to heightened levels of PSTD symptoms including diminished concentration, sleep disturbance, sudden startling and intrusive thoughts. These symptoms as well as symptoms of anxiety and depressions interfere with children's academic achievement by making it more difficult to attend school lessons and lowering the motivation for and disrupting the concentration necessary to complete

academic tasks. Similarly the children's adaptation on the school environment may be undermined by the emotional consequences of violence exposure. Violence exposed children have been rated by teachers and parents as less ready to learn, less competent in school and more likely to repeat grades, Margolin and Gordis (2000).

Children's efforts to manage the emotional consequences of violence exposure may interfere with school adaptation and academic achievement. Research has shown that children use this behavioral distraction and attention disengagement to cope with uncontrollable stress and reduced anxiety. Whereas some children cope with the emotional toll of violence exposure by isolating themselves and withdrawing from the environment. Other children will use behavioral distraction to cope with overwhelming negative emotions. Both coping strategies can create problems in the classroom and in the playground. The influence of children's exposure to different types of violence varies. Some children especially those living in low-income areas experience chronic community violence that is frequent and continual exposure to the use of guns, knives, drugs and random violence in their neighbourhood. In communities with high rates of community violence, many families experience chronic stress and worry as compared to families residing in less economically distressed suburban areas, Nicolai (2003).

Children may be adversely affected regardless of whether they are victims or witnesses. Past research has documented that exposure to violence may have enduring consequences on children's development beginning from pre-school years and continuing through adolescence. The 2007/2008 post election violence had great influence on the children especially those residing in slums where the violence was much

prevalent. These children went through psychological, social, and economic influence of post election violence save the children (2008).

Whether children experience a single, acute episode of warfare or many experiences of violence occurring over an extended period of time they are likely to exhibit a variety of behaviors that range from mild distress to severe trauma. Brighthouse and Woods (2000). It has been further found out that children exposed to the full range of war related risks such as personal injuries and witnessing a violent political event or the arrest of a family member, generally were well adjusted if they faced these risks in the context of a functional and supportive family system. On the other hand, if these children experienced family problems as well as war risks, they were more likely to suffer psychological distress that required professional intervention, termed “clinical range problems.” Brighthouse and Woods (2000). Children of lower socio-economic status are least likely to receive support and services that need to combat unfavorable circumstances. Problems in emotional regulation and the transmission of aggressive behavior can be seen in the social interactions of abused children outside of their homes. Mc Ewen (2002).

In the context of armed combat, children witness, experience or participate in violent acts. They see the destruction of social networks and social institutions and experience hunger, homelessness and the loss of their families, Scaer (2001). Continuity in social networks and support from family, friends and neighbors play a major role in buffering children from the adverse consequences of war. If children were separated from their parents or if parents showed anxiety, the children exhibited more psychological influence than those who remained with their families, had parents who were able to maintain a

stable responsive caretaking regime, Pliszka (2003). When separation from parents occur continuity of contact with other family members or familiar adults and neighbors are usually beneficial to the children.

2.3 Economic influence of violence

The influence of violence place a significant burden on many national economies through increased health-care and legal costs, absenteeism from work and lost productivity. Violence can have a damaging effect on businesses in both short-run costs and long run consequences for development, notably by discouraging investment and diverting scarce prevention measures. A 2001 survey in Jamaica found high levels of concern about violence and crime among business managers with many stating that violence and crime among business managers with many stating that violence and crime had either a significant, somewhat significant or highly significant impact on particular business practices. Despite the evidence that violence has a serious impact on various aspects of development, the relationship is a complex one. Current research especially in middle and low income countries where few data are available cannot provide clear answers, Shore (2003).

African societies and their capacity for self-government and self determination are challenged by two sorts of threats: on the one hand there are threats of internal dissolution. These arise from external pressure, not only in the form of debt and the constraints associated with its repayment, but also of internal wars. On the other hand, there are the risks of a general loss of control of both public and private violence. This uncontrolled violence is sparked by worsening inequalities and corruption, Mbembe, (2001).With every new wave of conflict, victims of violence are forced to begin all over

again e.g. to build new houses, to restock their businesses and to buy household items such as utensils and furniture. Violence interferes with most economic activities i.e. agricultural activities are usually affected such that where there are agricultural produce, the links to the markets are usually disrupted resulting in decay of the fresh produce whereas those who are unable to get the produce suffer due to lack of or scarcity of the produce which mostly results in price hikes, World Bank (2005).

In Kibra economic impact was related to competition and sometimes even rivalries among traders and entrepreneurs in the settlements. In some cases violent means such as robbery and arson were applied as strategies in economic violence. All these impacted negatively on the pupils' academic performance whereby their parents were unable to provide for their learning resources and basic needs as a result of the great losses incurred. The government was also unable to fund the free primary education adequately since most of its resources were diverted to healthcare, legal issues and security which required more urgent attention. Nationwide, post election violence in 2007/2008 caused further economic and social insecurity for Kenya's extreme poor. Many women in Kibra became pregnant in a state of homelessness or lost their husbands during the conflict. The burning of property in the slums was willfully conducted and driven by inter ethnic animosity. Even when Kikuyu property was selectively targeted all slum dwellers seemed to have been affected by the resulting loss of property and income. While lots of looting was committed for material reasons, the ethnic undertone is generally apparent. Against the backdrop of poverty in the slum which the perpetrators were well aware of and which was intensified with each day of post election violence, the looting of property was almost universally justified by slum dwellers. Participation in need driven looting especially the looting of grocery stores that accompanies the chaos unfolding on the

streets was equally considered legitimate. With transport coming to a standstill in Nairobi, supply shortages were quickly felt by the slum dwellers that even in times of peace had neither the financial means nor the physical possibility for stockpiling, Kenya Red cross Society (2008).

The influence of disruption of economic activities trickled down to the education sector where the affected victims could no longer provide for their children's educational needs adequately. Replacement of lost educational resources, i.e. school uniforms, text and exercise books affected the pupils' educational progress to a greater extent. Those parents who were unable to pick up and start afresh were forced to relocate to their rural homes or IDP camps. This resulted in great disruption of the education of their children, Save the Children (2008).

2.4 Social influence of Violence

Whenever violent conflict occurs, groups, communities and individuals are affected in various ways. According to Rennison and Welchans (2000), the social consequences of violence cannot be quantified. In many cases, affected populations devised survival strategies to cope with conflict situations. The most obvious outcome of violence is death directly resulting from injuries sustained during attacks. People who loose property during violence become traumatized because of grief and shock. This can lead to organ shut-down which if not corrected can have serious health consequences and ultimately, death Feltham,(2003).

Due to violence, many young people have been left on their own, without moral support in times of problems. Having been displaced severally and their property looted or destroyed, many people feel that they have nothing to be proud of as men. This makes them humiliated. Some even think that their spouses undermine them because of poverty. Having witnessed violence, some have become violent. This is not a unique phenomenon, as during the Algerian war of independence, Scaer (2001) observed that after prolonged violence, some of the perpetrators and victims are likely to suffer from psychosomatic disorders. “We know very well that it is not necessary to be wounded by a bullet in order to suffer from the effect of war in body as well as in mind.” Shore (2003).

Violence scatters families, some stay for months without reunion. In instances where parents are momentarily separated from their children, their daughters become exposed to sex and adult lifestyles quite early whereas their sons are easily recruited into gangs. Having gone through the displacements, it is not easy to find the necessary social and financial stability needed for one to settle down. In some situations, many houses have had their iron sheets stolen by the attackers and criminals who take advantage of the volatile situation. This frustrates many young men who put up poor houses using bamboos, tree barks and tents given to them by the red-cross for roofing. Culturally, a young man, after initiation, is given a piece of land by the father to put up his house and then prepare for marriage responsibilities. The destruction of their (young men)’s houses has far reaching consequences on their plans for marriage because owning a house is a sign that one is ready for marriage. Evidently, young people adjust to the new circumstances by making decisions that radically transform their youth hood, in most cases for the worse.

Violence has the potential to increase the social distance between contending groups. According to Arum (2003), Social distance is used here to refer to the willingness of different members from different ethnic groups to live together as neighbors, work in the same offices as colleagues and generally to be concerned about the welfare of an individual who is from a different ethnic group. In some instances, wives abandon their husbands when they are unable to meet their financial and family obligations. According to Harding (2010) on the war in Uganda in early 1980s, out of sheer desperation and because of a total lack of other viable options, many refugee women are forced to resort to prostitution and marginalizing activities.

At the family level violence creates discord especially in situations where victims are forced to stay with relatives. Many victims go through humiliation and contempt at the hands of relatives. Having fled to such places empty handed, sometimes without sufficient clothing, food items and utensils, they are forced to depend on their hosts for their survival. What started as a sympathetic welcome by the host families turns into desperation as their resources are beyond their limits (The Saturday Nation, February 9th 2008:27). Periodic displacements of victims, both young and old, disorient patterns of friendship. Social relations such as communion in churches and mosques are fractured as places of worship have been attacked in the course of violence. Churches, schools and mosques are important agents of socialization. They create trust among individuals and communities and play a big role in defining an individual's identity and sense of self worth. The burning of churches and schools lead to sudden separation of faithful from different ethnic groups. At the same time it creates feelings of betrayal among worshippers from different ethnic backgrounds CIPEV (2008).

For those who move into refugee camps set up experience a breakdown of traditional family life. Childhood exposure to violence is associated with a variety of aggressive and otherwise mal-adaptive behaviors that can disrupt children' school adaptation and academic competence. Such behavior problems not only interfere with classroom learning but they also hamper children's effort to make friends, another essential task of childhood and an important dimension of school adaptation exposure to violence has been linked to increased aggression, fighting, meanness, and generally disruptive behavior. Exposure to community violence has been associated with increase in antisocial behavior and aggression. Children exposed to violence may learn from the adults involved in violence that aggressive behavior is a viable problem solving option and that physical aggression in close relationship is normal. This could cause problems for children on the playground and later in life. Exposure to violence is related to difficulties regulating anger, frustration and other negative feelings as well as deficit in understanding and experiencing empathy for the feelings of others. These difficulties can lead to significant behavioral and social problems for children. Performance in academic settings will suffer if violence-exposed children attempt to cope with anger towards other children or frustration with academic material by behaving disruptively, Margolin and Gordis (2000).

2.5 Theoretical framework

This study was guided by the stress theory of Hans Selye. According to Selye (1976) the stress response of an organism represents a common set of generalized psychological responses that are experienced by all organisms exposed to a variety of environmental challenges. The type of stressor experienced does not affect the pattern of response. He referred to this non specific response as the General Adaptation Syndrome.

Children's success in their educational endeavors and their general socio emotional adjustment are influenced by a variety of personal characteristics and environmental experiences. One of the most powerful determinants of children's developmental course is the social context in which they live. In particular experiencing a stable and supportive environment during childhood is likely to foster healthy cognitive, social and emotional development whereas experiencing a disruptive or stressful environment has been linked to a wide range of adverse mental health outcomes. Stress and the accompanying emotional distress may interfere with some of the major tasks of childhood such as academic achievement and fulfillment of academic goals.

Unpredictable or disruptive environments may undermine children's sense of control and mastery leading to a sense of helplessness. This theory is fit for this study since children's experience with violence has always been linked to a variety of negative outcomes, one of particular importance being children's school adaptation and academic success. Violence in this case is the children's stressor. Stressful life circumstances may influence school adjustment in many ways. First dealing with stress in other areas of their lives may interfere directly with children's performance at school by depleting the amount of time energy and focused attention available for academic tasks and school involvement such as completing homework secondly exposure to high levels of stress may divert coping resources away from efforts to deal with the challenges of school. This lack of resources may lead adolescents to feel overwhelmed and create a sense of helplessness that results in disengagement from school. Thirdly, stressful circumstances outside school may lead children to place less of a priority on educational goals thereby undermining school investment.

2.6 Conceptual framework

The conceptual framework is a system of concepts, assumptions, expectations that support and inform one's research, Sarantakos, (2005). It is a visual or written product that supports either graphically or in narrative form, the main things to be studied. The conceptual framework shows the relationships between variables. In this case the conceptual framework shows the diagrammatical expression of how the factors resulting from post election violence may affect the academic performance.

A model of relationships between factors due to post election violence and academic performance.

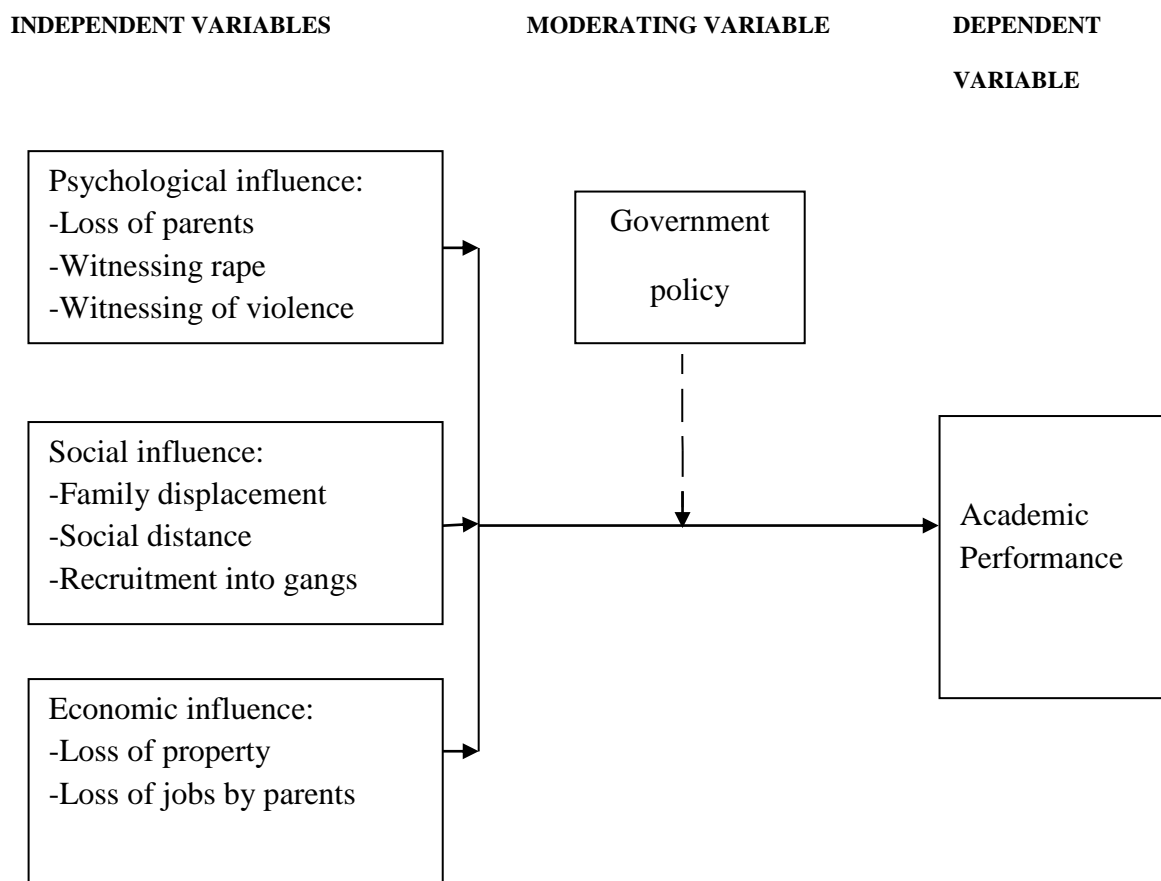


Figure 1: Conceptual framework

The emergency deaths of family members caused by the 2007/2008 post election violence, loss of family resettlement, loss of property tend to influence the teaching/learning process which in turn influences academic performance.

The independent variables also influence the quality of teaching and learning and hence the examination outcome since examinations test what has been taught and learnt. The academic performance has an influence on the teaching/learning process in both the teachers and learners. They may be motivated or otherwise depending on the results hence working harder or otherwise. This phenomenon however is not with the current study and has thus not been elaborated on.

2.7 Summary

The literature review has given an insight of some of the factors that may influence teaching and learning and hence performance during conflict situations. Different factors are key in different situations. The literature review shows us that violence interrupts learning.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter focuses on various research methodology. It covers the research design, the target population, sample and the sampling procedures, research instruments, validity and reliability of instruments, data collection and data analysis procedures.

3.2 Research design

This research employed descriptive survey design. According to Fraenkel and Wallen (2000), survey involves asking a large group of people about a particular issue. A survey is a method of collecting information by interview or administration of questionnaires to a sample of individuals Orodho (2009). He argues that survey is the most frequently used method of collecting information about people's attitude, opinions, habits or any of the variety of education or social issues. According to Mugenda and Mugenda (2004), surveys could be used to explain or explore the existing status of two or more variables. This design is applicable to the study in that it enables the researcher to describe the nature of the existing conditions, identify the standards against which the existing conditions can be compared and determine the relationship that exists between specified events under study Orodho (2009). Teachers', parents' and pupils' opinion would tell whether the 2007/2008 post election violence had any influence on the academic performance of children learning in public primary schools within Kibra slums, Nairobi.

3.3 Target population

There are 9 public primary schools whose catchment area is Kibra slums. The schools were targeted because they serve a population which was seriously affected by the

2007/2008 post election violence. The teachers were also affected by the violence hence the target population being 9 public primary schools, 3305 pupils, 59 class teachers and parents.

3.4 Sampling procedure

A sample is a small portion of a target population. Sampling means selecting a given number of subjects from a defined population as a representative of that population. Any statement made about the sample should also be true of the population Orodho (2002). It is however agreed that the larger the sample the smaller the sampling error. Mugenda and Mugenda (2003) suggest that for descriptive studies 10% of the accessible population is enough. The study randomly sampled 4 public primary schools which have a population of 1938 pupils. The study sampled 193 pupils from the 4 sampled schools, which is equivalent to 10% class 7 and 8 pupils, 5 parents were randomly sampled per participating school adding up to 20 parents in total. This is because they come from an environment which still grapples with the aftermath of the 2007/2008 post election violence and they are old enough to understand the questions and to respond appropriately. One stream of class seven and one of class eight were also randomly sampled per participating school. A class teacher for each sampled stream took part in the study adding up to 8 class teachers for the study.

3.5 Research Instruments

Questionnaires were used to collect information for the study. Kiess and Bloomquist (2005) observed that a questionnaire offers considerable advantages in its administration: it can be used for large numbers of population simultaneously and also provide the investigation with an easy accumulation data. Gay (2006) maintains that questionnaires give respondents freedom to express their views on opinion and also make suggestions. It is also anonymous. Anonymity helps to produce more candid answers than is possible in an interview. All the questionnaires were expected to elicit information on influence of 2007/2008 post election violence on pupil's academic performance. There were three questionnaires, one for the pupils, one for the parents and another one for the teachers. The questionnaires had four sections, Section A focused on demographic information, Section B focused on psychological influence of 2007/2008 post election violence on academic performance, Section C focused on social influence of 2007/2008 post election violence on academic performance and Section D on economic influence of 2007/2008 post election violence on academic performance.

3.6 Validity of the Instrument

Validity is defined as the accuracy and meaningfulness of inferences, which are based on the research results Mugenda and Mugenda, (2003). In other words, validity is the degree to which results obtained from the analysis of the data actually represents the phenomena under study. Validity according to Borg and Gall (2009) is the degree to which a test measures what it purports to measure. All assessments of validity are subjective opinions based on the judgment of the researcher Wiersma,(2005). The pilot study helped to improve the face validity and content validity of the instruments. According to Borg and Gall (2009), validity of an instrument is improved through expert

judgment. As such research instruments were appraised by the supervisor who is an expert in the field of education research. The comments made were strictly adhered to. Items or questions which were unsuitable were either modified or deleted from the instrument.

3.7 Reliability of the Instrument

Essentially, reliability is a measure of the degree to which research instruments yield constant results for data after repeated trials. Mugenda and Mugenda, (2003). Reliability in the research is influenced by random error. As random error increases, reliability decreases. The more consistent the results given by repeated measurement, the higher the reliability of the measuring procedure. Conversely, the less consistent results given by repeated measure, the lower the reliability Orodho, (2005). To enhance reliability of the instruments; a pilot study was constructed in one public primary school in Kibra but which was not used in the final study. The reason behind pre-testing was to assess clarity of the questionnaire items. Those items which were found to be inadequate or vague were modified to improve the quality of the research instrument thus increasing its reliability.

A test re-test method was used to test reliability of the instrument. This involved administering the same instrument twice to the same group of subjects. The second test was done after two weeks without changing the initial conditions. The process involved going to the field and administering the instrument to assess clarity of the instrument items and whether the items were correctly coded and therefore free from misinterpretation when administered to the respondent in the main study.

Reliability is high if the coefficient of correlation is closer to 1 while it is unreliable if the coefficient of correlation is closer to 0 (Mugenda and Mugenda 2003). The formula is as follows:

$$R = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

Where

R is the degree of reliability

X is the score obtained during the first test

Y is the score obtained during the second test

E is the summation sign

N is the number of scores within each distribution (Sarantakos, 2005). The correlation coefficient was calculated and found as follows: 0.70 for the class teachers, 0.73 for parents and 0.68 for pupils. This was an indication that the instruments were reliable.

3.8 Data Collection and Procedures

The researcher sought a research permit from the Ministry of Education before embarking on the study. The researcher then made appointments with the head teachers of the schools to be used in the study. On arriving at the school, the researcher created rapport with the head teacher and explained the purpose of the study, then administered the questionnaires. According to Best and Khan (2007), the person administering the instrument has an opportunity to establish rapport, explain the purpose of the study and the meaning of the items that may not be clear. The respondents were assured that strict confidentiality would be maintained in dealing with their responses. The researcher administered the questionnaires to the respondent herself. As the teachers were filling in their questionnaire the pupils and their parents too were filling in theirs.

3.9 Data Analysis Techniques

According to Orodho (2005), data analysis is the process of systematically searching and arranging interview scripts, field notes, data and other materials from the field with the aim of obtaining answers to research questions. Data was collected, examined and checked for completeness and clarity. Descriptive statistics was used to analyze the data. Data was analyzed using tables and charts. Statistical Package on Social Sciences version 19 was used for statistical analysis. Quantitative data was collected and analyzed using the above software. This involved both descriptive and inferential statistics. In the descriptive statistics analysis, frequency, tables, percentages and mean was used to summarize, quantify and classify data into forms that was used to prepare the report.

Where the results gives a mean of 2.5 and above it means that more than half of the respondents agreed with the statement whereas a mean of 2.0 and below is arrived at it means that fewer respondents agreed with the statements.

Inferential statistics involve making generalizations, predictions or conclusions about characteristics of a sample from a population. Inferential statistics is used to establish whether a relationship exists in the larger population from which the sample was drawn. This helped in making relevant generalizations whereby correlation co-efficient was calculated to determine and test the correlation between the dependent variable and each independent variable.

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \varepsilon$$

Whereby: **Y** = academic Performance (AP);

X1 = psychological influence (CF);

X2= social influence (SI);

X_3 = economic influence (EI);

$B_0, \beta_1, \beta_2, \beta_3$ = Regression model coefficients.

ε = Error Term.

Table 3.1: Operationalization Table

Objectives	Variables	Type of information	Data collection instrument	Measuring scale	Analysis technique
1. To examine the psychological influence of post-election violence on academic performance of pupils in public primary schools in Kibra constituency.	Psychological influence, Academic performance	1) Gender, age, class, qualification, experience. 2) Psychological influence of violence on academic performance	Questionnaire Exam results	Ordinal	Frequencies Table Correlation Percentages
2. To assess the economic influence of post election violence on academic performance of pupils in public primary schools in Kibra constituency.	Economic influence, Academic performance	Economic influence of post election violence on academic performance	Questionnaire Exam results	Ordinal	Frequencies <i>Tables</i> <i>correlation</i> Percentages
3. To establish the social influence of post election violence on academic performance of pupils in public primary schools in Kibra constituency.	Social influence, Academic performance	-Social influence of post-election violence on academic performance	Questionnaire Exam results	Ordinal	Frequencies Tables Correlation Percentages

3.10 Ethical Consideration

Since the main subjects in this study were teachers, parents and pupils, ethical consideration in this case involved getting consent from the head teachers of the schools under study. The researcher explained to them the purpose of the study and requested their willingness to participate in the study. The participants were protected by keeping information about their participation confidential. This was done by keeping their names anonymous. Finally the researcher observed confidentiality of the research data by making it available only to the relevant authority.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION OF FINDINGS

4.1 Introduction

This chapter presents data analysis, presentation and interpretation of findings with the aim of establishing the influence of 2007/2008 post election violence on academic performance.

4.2 Questionnaire Return Rate.

The study sought to establish the questionnaire return rate of the respondents so as to ascertain whether the response rate was adequate for the study. The results were as tabulated in Table 4.1.

Table 4.1 Questionnaire Return Rate

Questionnaires	Frequency	Percent
Response	220	99.5
Non-response	1	0.5
Total	221	100.0

The target sample size was two hundred and twenty one respondents who included one hundred and ninety three pupils from four public primary schools, twenty parents and eight class teachers. Those who filled and returned the questionnaires were two hundred and twenty making a response rate of 99.5%. According to Mugenda and Mugenda (1999) a response rate of 50% is adequate for analysis and reporting. A rate of 60% is good and response rate of 70% and over is excellent. This means that the response rate

for this study was excellent as shown in Table 4.1 and therefore enough for data analysis and presentation.

4.3. Demographic Characteristics

The study sought to establish the gender, age , level of education, professional qualification , duration of teaching in their current schools and duration of residence of respondents in Kibra constituency.

4.3.1 Gender of respondents

The study sought to establish the gender of the respondents. The study found it paramount to determine the respondents’ gender in order to ascertain whether there was gender parity in the positions indicated by the respondents: The findings of the study are as shown on the Table 4.2.

Table 4.2: Gender of respondents

Gender	Teacher		Parents		Pupils	
	F	%	F	%	F	%
Male	3	37.5	11	57.89	86	44.56
Female	5	62.5	8	42.11	107	55.44
Total	8	100	19	100	193	100

According to the analysis it is evident that majority of the respondents were female, which represented 55.44% female and 44.56% male pupils,62.5% female and 37.5% male teachers and 42.11% female and 57.89% were male parents . It can therefore be deduced that more females were willing to take part in the study as compared to male.

4.3.2 Age of the Respondents

The researcher sought to determine the respondents' age to know if they would provide valuable responses that pertain to the psychological influence of 2007/2008 post-election violence on academic performance of pupils in public primary schools in Kibra constituency.

Table 4.3: Age of the pupils

Age of Pupils	Frequency	Percentage
13-16 years	100	51.8
17-20 years	88	45.59
20 and above	5	2.59
Total	193	100.0

The pupils were required to indicate their age where the study findings indicated that majority (51.8 %) indicated that their age bracket was between 13-16 years. Analysis of findings also indicated that 45.59 % of the respondents were between 17-20 years of age. The findings further indicated that 2.59% were 20 years and above.

Table 4.4: Age of Teachers

	Frequency	Percentage
Age of teachers		
20-29 years	1	12.5
30-39 years	4	50.0
40-49 years	2	25.0
50 and above	1	12.5
Total	8	100.0

The teachers also indicated their age where the study findings indicated that majority (50.0 %) of the teachers indicated that their age bracket was between 30-39 years. Analysis of findings also indicated that 25% of the respondents were between 40-49 years of age. The findings further indicated that 12.5% were 20-29 years and 50 years and above respectively.

The finding therefore implies that the respondents were old enough to provide valuable responses that pertain to the impact on the psychological influence of 2007/2008 post-election violence on academic performance of pupils in public primary schools in Kibra constituency. The findings of the study are as shown in Table 4.4.

4.3.3 Level of education of the pupils

The researcher sought to establish the level of education of the pupils to establish if it had an impact on the psychological influence of 2007/2008 post-election violence on academic performance of pupils in public primary schools in Kibra.

Table 4.5: Level of education of pupils

	Frequency	Percentage
STD 7	97	50.26
STD 8	96	49.74
Total	193	100.00

The study findings indicated that most of the pupil respondents who were interviewed were in class seven represented by 50.26%. The remaining 49.74% were class eight pupils as shown on Table 4.5.

4.3.4 Professional qualification of teachers.

The researcher sought to find out the level of qualification of the teachers who were the respondents so as to ascertain whether they are qualified enough to handle the children.

Table 4. 6: Professional qualification of teachers

	Frequency	Percentage
P1	3	37.5
Diploma in Ed	2	25.0
Bed	2	25.0
Med	1	12.5
Total	8	100

The study findings indicated that most (37.5%) of the teachers had attained the professional qualification of a p1 followed by 25% of the teachers who had attained the level of Diploma in Education and Bachelor of education respectively. Lastly 12.5% of the respondents had the professional qualifications of a Master of education as shown on Table 4.6. This was an indication that all the teachers were qualified enough to handle the pupils affected by the 2007/2008 post-election violence.

4.3.5 Duration of teaching in the current school

The researcher sought to find out whether the teachers had taught in their respective schools long enough to have experienced the influence of 2007/2008 post election violence on academic performance of their pupils. Table 4.7 shows length of time the respondents have been teaching in their current school.

Table 4.7: Duration of teaching in the current school

Duration	Frequency	Percentage
0-5 years	4	50.0
6-10 years	1	12.5
11-15 years	2	25
16-20 years	1	12.5
Over 21 years	0	0
Total	8	100.0

The study sought to find out the duration the respondents had been working in their current school so as to establish whether they have worked in those schools long enough to be involved in the study. The findings of the study are tabulated as in Table 4.7. From the findings, majority (50.0%) had served in the school for a period of 0-5 years followed by 25% who indicated that they had served in the school for about 11-15 years and the remaining 12.5% indicated that they served in the current school for about 6-10 years and 16-20 years respectively. No teacher in the school had served for more than 21 years. Therefore the findings concluded that most respondents had adequate exposure in the school to understand the influence of 2007/2008 post-election violence on the academic performance of their pupils.

4.3.6 Duration of residence in Kibra constituency among parents

The researcher sought to find out the duration the respondents had been staying in Kibra so as to establish whether they were residents of Kibra during the 2007/2008 post election violence.

Table 4.8: Duration of residence in Kibra constituency

	Frequency	Percentage
0-7 years	2	10.52
8-15 years	6	31.59
Over 16 years	11	57.89
Total	19	100.0

The study findings indicated that most of the respondents represented by 57.89% had lived in Kibra for Over 16 years, 31.59% of the respondents had lived in the area for between 8-15 years and lastly 10.52% of the respondents had lived in the area for between 0-7 years as shown in Table 4.8. This was an indication that the respondents were residing in Kibra during the 2007/2008 post election violence.

4.4 Psychological influence of 2007/2008 post-election violence on academic performance of pupils in public primary schools in Kibra constituency, Nairobi County Kenya

The researcher sought to examine psychological influence of 2007/2008 post election violence on academic performance of pupils in public primary schools in Kibra. This is significant because children's effort to manage the emotional consequences of violence exposure may interfere with school adaptation and academic achievement. Children muse this behavioral distraction and attention disengagement to cope with uncontrollable stress and anxiety. Questionnaires were used to collect data whereby close ended questions and the likhert scale was used. The results were tabulated in mean, frequencies and percentages.

4.4.1 Loss of family members

The researcher wanted to find out if the respondents lost any of their close family members during the 2007/2008 post election violence and what influence it had on their academic performance.

Table 4.9: Loss of family members

	Frequency	Percentage
Mother	9	4.66
Father	43	22.28
Brother	101	52.33
Sister	20	10.36
Others	11	5.70
Total	193	100

All the respondents indicated that they lost someone. The findings of the study indicated that all the respondents lost a family member during the post-election violence. The majority of the respondents lost their brothers (52.33%) followed by 22.28% who lost their fathers. 10.36% lost their sisters while 4.66% lost their mothers. The remaining 5.70% lost people who were well known to them.

4.4.2 Influence of loss on academic performance

The researcher wanted to find out how the loss influenced the academic performance of the pupils.

Table 4.10: Influence of loss on academic performance.

	Frequency	Percentage
Dropped in academic performance	170	88.1
Improved in academic performance	0	0
No change in academic performance	23	11.9
Total	193	100

The findings indicated that majority of the pupils were affected by the loss in that they had a drop in their academic performance with 88.1 percent of the pupils indicating that their dropped in academic performance was attributed to the loss of life. The remaining 11.9% of the respondents reported that they registered no change in their academic performance as shown on Table 4.10.

4.4.3 Psychological influence of 2007/2008 post election violence on academic performance according to teachers.

The researcher sought to find out the psychological influence of 2007/2008 post election violence on academic performance according to teachers. The results are as tabulated in Table 4.11.

Table 4.11: Psychological influence of 2007/2008 post election violence on pupils' academic performance according to teachers.

STATEMENT	MEAN	STD DEVIATION
1. Some pupils in my class were bereaved due to the 2007/2008 post election violence	4.73	1.099
2. Pupils who witnessed the 2007/2008 post election violence are always withdrawn	3.97	0.931
3. Some pupils witnessed while others were victims of rape during the 2007/2008 post election violence	4.18	0.875
4. Pupils are usually startled and fearful since the 2007/2008 post election violence	3.72	0.875
5. The attention span of some pupils reduced after the 2007.2008 post election violence	4.77	1.273

Findings of the study indicated that the respondents strongly agreed that some of the pupils in the school were bereaved due to the 2007/2008 post election violence as indicated by a mean of 4.73. They also strongly agreed that the attention span of some pupils reduced since the 2007/2008 post election violence as indicated by a mean of 4.77, some pupils witnessed while others were victims of rape during the 2007/2008 post election violence which had a mean of 4.18. The study findings indicated that the respondents agreed that some of the pupils who witnessed the 2007/2008 post election violence are always withdrawn as shown with a mean of 3.97 and lastly they agreed that pupils are usually startled and fearful since the 2007/2008 post election violence with a mean of 3.72.

Table 4.12: Influence of Psychological factors of 2007/2008 post-election violence on academic performance according to teachers.

	Frequency	Percentage
Improved in academic performance	0	0
Drop in academic performance	7	87.5
No change in academic performance	1	12.5
Total	8	100

Majority of the respondents represented by 87.5% indicated that post election violence influenced the academic performance in their schools as they observed a drop in the academic performance of their pupils which they attributed to the psychological factors of the 2007/2008 post election violence. Only 12.5 percent of the teachers indicated that there was no change in academic performance.

4.4.4: Psychological influence of the 2007/2008 post election violence on pupils academic performance according to parents.

According to the parents who took part in the study the results on the psychological influence of post election violence on academic performance was as shown on Table 4.13.

Table 4.13: Psychological influence if 2007/2008 post election violence on academic performance according to the parents

STATEMENT	MEAN	STD DEVIATION
1. My child has been very fearful after the 2007/2008 post election violence	3.99	1.061
2. My child is withdrawn and does not mix freely with other children since the 2007/2008 post election violence	3.73	0.819
3. My child gets nightmares since the 2007/2008 post election violence	4.11	1.027
4. My child witnessed cases of rape during the 2007/2008 post election violence	4.13	0.821
5. I lost a close family member during the 2007/2008 post election violence	4.27	1.276

The researcher found out that the respondents strongly agreed that they lost a family member during the 2007/2008 post election violence with a mean of 4.27, their children get nightmares since the 2007/2008 post election violence represented by a mean of 4.11 and that some of the children witnessed cases of rape during the 2007/2008 post election violence represented by a mean of 4.13.

The findings also indicated that the respondents agreed that their children have been very fearful after witnessing the 2007/2008 post election violence represented by a mean of 3.99 and lastly that their children are withdrawn and do not mix freely with other children being represented by a mean of 3.73.

Table 4.14: Influence of Psychological factors of 2007/2008 post election violence on academic performance according to parents.

	Frequency	Percentage
Improved in academic performance	2	10.5
Dropped in academic performance	14	73.7
No change in academic performance	3	15.8
Total	19	100

The respondents reported that these psychological factors had an influence on the academic performance of their children as they witnessed a drop in their academic performance. Whereby 73.7 percent reported of a drop in academic performance, 15.8 percent found no change in academic performance whereas 10.5 percent reported an improvement in academic performance.

According to the data collected and analyzed from the pupils, parents and teachers, it can be deduced that psychological influence of 2007/2008 post election violence has a negative influence on the pupils' academic performance in that most of them agreed that the drop in academic performance of the pupils is attributed to the influence of the 2007/2008 post election violence.

4.5 Economic influence of 2007/2008 post-election violence on academic performance.

The researcher sought to find out if the economic influence of the 2007/2008 post-election violence had any influence on the academic performance of pupils in public primary schools in Kibra slums.

4.5.1 Economic influence of 2007/2008 post-election violence on academic performance according to teachers.

The findings of the economic influence of the 2007/2008 according to teachers are as shown in Table 4.15.

Table 4.15: Economic influence of 2007/2008 post election violence on academic performance according to teachers

STATEMENT	MEAN	STD DEVIATION
1. Most families lost their property during the 2007/2008 post election violence	4.39	0.761
2. Most parents lost their source of livelihood during the 2007/2008 post election violence	4.73	0.881
3. Most parents face difficulties in financing their children's education	4.61	0.923
4. Some of the children engage in off jobs so as to supplement the family's income since 2007/20008 post election violence	3.92	0.995
5. Parents have challenges in buying learning resources for their children	4.17	1.243

The findings from the study indicated that the respondents strongly agreed that most families lost their property during the 2007/2008 post election violence as shown by a mean of 4.39. Most parents lost their sources of livelihood during the 2007/2008 post election violence as shown b a mean of 4.73 and a mean of 4.61 indicated that most parents face difficulties in financing their children's academic activities. Parents are also challenged in buying learning resources for their children as shown by the mean of 4.17 and lastly some of the children engage in odd jobs so as to supplement the family's income since the 2007/2008 post election violence as shown by a mean of 3.92.

Table 4.16: Influence of Economic Factors of 2007/2008 post election violence on academic performance according to teachers.

	Frequency	Percentage
Improved in academic performance	0	0
Dropped in academic performance	7	87.5
No change in academic performance	1	12.5
Total	8	100

The respondents indicated that the economic influence of the 2007/2008 post election violence had an adverse effect on the academic performance of pupils in public primary schools as financial constraints caused a drop in the academic performance of pupils in public primary schools. The result are as shown in Table 4.16 where 87.5 percent of the teachers reported a drop in academic performance and 12.5 percent saw no change

4.5.2 Economic influence of 2007/2008 post-election violence on academic performance according to parents.

The researcher sought to find out to what extent the economic influence of the post-election violence affected the academic performance of the pupils in Kibra slums according to parents.

Table 4.17: Economic influence of 2007/2008 post-election violence on academic performance according to parents.

STATEMENT	Mean	Std. deviation
1. I lost my property during the 2007/2008 post-election violence	4.39	0.761
2. I lost my source of livelihood during the 2007/2008 post-election violence	4.73	0.881
3. I face difficulties in financing my children's education since the 2007/2008 post-election violence	4.61	0.923
4. I am unable to provide my children with school uniform and books since the 2007/2008 post-election violence	3.92	0.995
5. I am unable to provide my family's basic needs since the 2007/2008 post-election violence	4.17	1.234

The study findings indicated that the respondents strongly agreed that Most families lost their property during the 2007/2008 post-election violence(4.39), Most parents lost their source of livelihood during the 2007/2008 post-election violence(4.73), Most parents face difficulties in financing their children's education(4.61),Parents have a challenge in buying learning resourced for their children(4.17) and lastly that Some of the children engage in odd jobs so as to supplement the family's income since the 2007/2008 post-election violence(3.92).

Table 4.18: Influence of Economic Factors of 2007/2008 post-election violence on academic performance according to parents

	Frequency	Percentage
Improvement in academic performance	1	5.2
Dropped in academic performance	11	57.9
No change in academic performance	7	36.9
Total	19	100

The respondents indicated that the economic influence of 2007/2008 post election violence had an adverse effect on the academic performance of the pupils as financial constraints caused a drop in their academic performance. This is indicated by 57.9 percent who reported of a drop in academic performance which they attributed to the influence of 2007/2008 poste election violence. 36.9 percent reported no change while 5.2 percent reported of improvement in academic performance in shown in Table 4.18.

4.6 Social influence of 2007/2008 post election violence on academic performance

The intention of the study was to find out to what extent the social influence of 2007/2008 post election violence has influenced academic performance of pupils in public primary schools in Kibra.

4.6.1 Social influence of 2007/2008 post election violence on academic performance according to teachers.

The researcher sought to find out the social influence of 2007/2008 post election violence on academic performance.

Table 4.19: Social influence of 2007/2008 post election violence on academic performance according to teachers.

STATEMENT	MEAN	STD DEVIATION
1. Some families were displaced during the 2007/2008 post election violence	4.79	0.993
2. The 2007/2008 post election violence has caused behavior change in some pupils	4.36	1.178
3. Some pupils exhibit tribal animosity against their peers	3.71	0.988
4. Some families disintegrated after the 2007/2008 post election violence.	4.03	1.274

From the results tabulated in Table 4.19, the researcher found out that the respondents strongly agreed that some families were displaced during the 2007/2008 post election violence shown by a mean of 4.79. The respondents also strongly agreed that the 2007/2008 post election violence caused behaviour change among pupils shown by a mean of 4.36 and that some families disintegrated after the 2007/2008 post election violence shown by a mean of 4.03. From the findings it is seen that the respondents agreed that some pupils exhibit tribal animosity against their peers as shown by a mean of 3.71.

Table 4.20: Influence of Social Factors of 2007/2008 post election violence on academic performance according to teachers.

	Frequency	Percentage
Improvement in academic performance	0	0
Drop in academic performance	7	87.5
No change in academic performance	1	12.5
Total	8	100

The respondents further indicated that the social influence of the post election violence had a negative influence on the academic performance of the pupils in public primary schools in Kibra. Majority of the teachers represented by 87.5 percent reported a drop in academic performance which they attributed to the social influence of the 2007/2008 post election violence whereas 12.5 percent reported no change as shown in Table 4.20.

4.6.2: Social influence of 2007/2008 post-election violence on pupils academic performance according to parents.

The researcher sought to find out the social influence of 2007/2008 post election violence on academic performance according to parents.

Table 4.21: Social influence of 2007/2008 post election violence on academic performance according to parents.

STATEMENT	MEAN	STD DEVIATION
1. We were displaced during the 2007/2008 post election violence	4.19	1.031
2. Some of my family members were separated from me during the 2007/2008 post election violence	3.77	0.712
3. I have noted some behavior change in my family members since the 2007/2008 post election violence	4.31	1.081
4. We have been experiencing some tribal animosity since the 2007/2008 post election violence	4.23	0.879
5. My family disintegrated since the 2007/2008 post election violence	4.07	1.316

.

The researcher found out that the respondents strongly agreed that they were displaced during the 2007/2008 post election violence as shown with a mean of 4.19. They also indicated that they have noted some behavior changes in the family since the 2007/2008 post election violence as shown with a mean of 4.31 and that they have been experiencing some tribal animosity since the 2007/2008 post election violence as indicated with a mean of 4.23. Lastly that their family disintegrated after the 2007/2008 post election violence (4.07).

All these social factors eventually influenced the academic performance of the pupils negatively as indicated by their parents. According to the parents, their response on the social influence of the 2007/2008 post election violence in academic performance is as tabulated in Table 4.22.

Table 4.22: Influence of Social Factors of 2007/2008 post election violence on academic performance according to parents.

	Frequency	Percentage
Improved in academic performance	0	0
Drop in academic performance	12	63.2
No change in academic performance	7	36.8
Total	19	100

Majority of the parents represented by 63.2 percent reported that the social influence of 2007/2008 post election violence resulted in a drop in academic performance whereas 36.8% saw no change.

4.7 Correlation between the study variables.

This section presents a discussion of the results of inferential statistics. Correlation analysis was used to measure the strength of the relationship between the independent variables i.e. the relationship between psychological influence, social influence and economic influence of 2007/2008 post election violence against academic performance.

4.7.1 Correlation coefficient

The study in Table 4.23, show that all the predictor variables were shown to have a positive association between them at a significant level of 0.05 and hence included in the analysis.

Table 4.23: Correlation coefficient

	Psychological influence	Social influence	Economic influence	
Psychological influence	1			
Social influence	0.8345	1		
Economic influence	0.8507	0.8679	1	
Academic influence	0.9113	0.9317	0.9154	

There was strong positive relationship between social influence and economic influence (correlation coefficient 0.8679), psychological influence and economic influence (correlation coefficient 0.8507), social influence and psychological influence (correlation coefficient 0.8345).

There was also a strong relationship between the independent variables and the dependent variables. Academic performance was related to psychological influence with correlation coefficient of 0.9113. Social influence were also found to influence academic performance with a correlation coefficient of 0.9317 and lastly the economic influence had a strong relationship with academic performance with a correlation coefficient of 0.9154.

CHAPTER FIVE
SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND
RECOMMENDATIONS

5.1 Introduction

This chapter focuses on summary of findings, discussions, conclusions, and recommendations. Where the findings are discussed and conclusions arrived at and recommendations made.

5.2 Summary of the Findings

The influence of the 2007/2008 post election violence was analyzed. The results were expected to establish if there was any psychological influence, economic influence and social influence of the 2007/2008 post election violence on pupils' academic performance in public primary schools in Kibra slums, Nairobi county Kenya.

5.2.1 Psychological influence of 2007/2008 Post election violence on pupils' academic performance in public primary schools in Kibra slums.

According to the results, the psychological influence of 2007/2008 post election violence has a negative influence on the academic performance of pupils in public primary schools in Kibra slums. This is evident from the results whereby majority of the pupils felt that the psychological influence of 2007/2008 post election violence influenced their academic performance negatively. From the findings all the pupils indicated that they lost either a close family member or a person well known to them due to the 2007/2008 post election violence. A larger percentage represented by 88.1% respondents felt that the loss contributed to their dropping in academic performance. 79.9% of the pupils registered sleep disturbance, diminished concentration and intrusive thoughts after

witnessing the 2007/2008 post election violence. 87.2% of the respondents also indicated that they feel withdrawn after witnessing the post election violence. According to the respondents (pupils) all the above factors contributed to their dropping in academic performance.

According to the teachers, 87.5% of them agreed that the pupils were adversely affected by the psychological influence of the 2007/2008 post election violence which contributed to a drop in their pupils' performance.

5.2.2 Economic influence of 2007/2008 post election violence on pupils academic performance in public primary schools in Kibra slums.

From the results of this report, it is evident that the 2007/2008 post election violence has a negative influence on academic performance of pupils in public primary schools in Kibra slums. The findings from the study indicated that most families lost their property due to the 2007/2008 post election violence as shown by a mean of 4.39 . Most parents lost their sources of livelihoods shown by a mean of 4.73 and a mean of 4.61 indicated that most parents face difficulties in financing their children's academic needs. A mean of 4.17 shows that parents are facing challenges in buying learning resources for their children.

The respondents indicated that the economic influence of the 2007/2008 post election violence had an adverse negative influence on the academic performance of pupils in public primary schools as their parents financial constraints caused a drop in their academic performance.

5.2.3 Social influence of the 2007/2008 post election violence on academic performance

The results of the data analysed on the social influence of the 2007/2008 post election violence showed that the social influence of the 2007/2008 post election violence on pupil's academic performance resulted in a drop in the academic performance. The respondents strongly agreed that some families were displaced during the 2007/2008 post election violence as shown by a mean of 4.79. A mean of 4.36 also indicated that most respondents strongly agreed that the 2007/2008 post election violence has brought about behaviour change for the worse among pupils. A mean of 4.03 showed that some families disintegrated after the 2007/2008 post election violence. From the findings of this report it is seen that most respondents represented by a mean of 3.71 agreed that some pupils exhibit tribal animosity among their peers.

Based on the findings, it was concluded that the 2007/2008 post election violence has a negative influence on academic performance of pupils in public primary schools in Kibra, Nairobi County Kenya. This is evident in the respondents' response which indicated that the 2007/2008 post election violence has a negative influence on academic performance since majority of the pupils registered a drop in academic performance since the 2007/2008 post election violence as observed by the respondents.

5.3 Discussion of findings

This section deals with discussion of findings of the study compared and contrasted with other empirical findings reviewed in chapter two.

5.3.1 Psychological influence of 2007/2008 post election violence on academic performance of pupils in public primary schools in Kibra.

According to the study it has come out clearly that teachers, parents and pupils reported that psychological influence of the 2007/2008 post election violence has a negative influence on academic performance of pupils in public primary schools in Kibra. This study concurs with Margoin and Gordin (2000) who asserts that an emotional consequence of childhood exposure to violence is post traumatic stress disorder. They further determined that both chronic and acute exposure to violence is linked to heightened levels of post traumatic stress disorder symptoms including diminished concentration, sleep disturbance, sudden startle and intrusive thoughts. These symptoms of anxiety and depression interfere with children's academic achievement by making it more difficult to attend school lessons and lowering the motivation and disrupting the concentration necessary to complete academic tasks. Similarly the children's adaptation on the school may be undermined by the emotional consequences of violence exposure. violence exposed children have been rated by teachers and parents as less ready to learn, less competent in school and more likely to repeat grades, Margolin and Gordin (2000). The findings of this report also concur with those of Nicolai (2001) who stated that children's efforts to manage the psychological consequences of violence exposure may interfere with school adaptation and academic achievement. Children use this behavioral distraction and attention and disengagement to cope with uncontrollable stress and reduced anxiety.

5.3.2 Economic influence of 2007/2008 post-election violence on academic performance

The respondents reported that the economic influence of 2007/2008 post-election violence has an adverse influence on the academic performance of pupils in public primary schools in Kibra slums because most parents lost their sources of livelihood.

The respondents felt that the financial constraints caused by the economic influence of post election violence is projected in the academic performance of the learners since the parents can not adequately finance children's education in that when children are sent home for school fees they stay home for many days before the levies can be paid. Parents cannot comfortably provide for the basic needs and this has resulted in some pupils engaging in odd jobs so as to subsidize the family's income. Such financial constraints have resulted in a drop in academic performance as reported by the respondents.

This view is shared by Kenya Red Cross Society (2008) who observed that the economic influence of 2007/2008 post election violence impacted negatively in the pupils' academic performance whereby the parents were unable to provide for the learning resources and basic needs as a result of great losses incurred during the violence.

According to save the children (2008), the influence of disruption of economic activities trickled down to the education sector where victims could no longer provide for their children's educational needs adequately.

5.3.3 Social influence of the 2007/2008 post election violence on academic performance

Based on the findings of this study respondents reported that the social influence of the 2007/2008 post-election violence has a negative influence on academic performance of pupils in public primary schools in Kibra. It was reported that most families have been displaced and they have been experiencing tribal animosity. Both parents and teachers reported that most children experience behaviour change which has negatively influenced their academic performance. These results are in line with those of Margolin and Gordin(2000) who assert that children exposed to violence may learn from the adults involved in violence that aggressive behavior is a viable problem solving option and that physical aggression in relationships is normal. This could cause problems for children in the playground and later in life. Exposure to violence is related to difficulties in regulating anger frustration and other negative feelings as well as deficit in understanding and experiencing empathy for the feelings of others. These difficulties can lead to significant behavioral and social problems for children. Performance in academic settings will suffer if violence exposed children attempt to cope with anger towards other children or frustration with academic material by behaving disruptively, Margolin and Gordin (2000)

5.4 Conclusion

The findings of this study has revealed that the psychological influence of 2007/2008 post-election violence caused in a drop in academic performance where 88.1 percent of pupils, 73.7 percent of parents and 87.5 percent of teachers reported that the psychological influence resulted in a drop in academic performance.

It was further revealed that the economic influence of 2007/2008 post election violence resulted in a drop in academic performance where 87.5 percent of the teachers and 57.9 percent of parents reported that the economic influence of post election violence resulted in a drop in academic performance.

The social influence of 2007/2008 post election violence was seen to have resulted in a drop in academic performance where 63.2 percent of the parents and 87.5 percent of the teachers felt that the social influence of the 2007/2008 brought about a drop in academic performance of pupils in public primary school's in Kibra Slums.

5.5 Recommendations

From the study the following recommendations are made:

1. Educators need to interpret anticipate and develop effective school policy and programs for optimal teaching and learning after a violent situation influencing the teaching/learning process.
2. Sponsors should take into account educational programs which will cater for situations under crisis which influence academic performance.
3. The ministry of education needs to make it a policy that every school should have guidance and counselling departments where children, parents and teachers who need guidance and counselling services can be attended to adequately.
4. Educational Policies need to be put in place by the Ministry of Education on how to handle education under crisis situation which are likely to influence academic performance.

5.6 Suggestion for further research

The following are suggestions made from the study:

- i. An investigation is carried out on the influence of 2007/2008 post-election violence on academic performance of pupils in both public and private schools.
- ii. The study could also be expanded to cover a wider geographical area and include variables related to the learner characteristics such as background and environmental factors

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APPENDICES

Appendix A: Letter of Introduction

Victoria A. Apollo

University of Nairobi

School of Education

June 2014

Dear Respondent

I am a post graduate student at the University of Nairobi pursuing a Master of Arts in Peace Education degree. I am carrying out a study on the impact of the 2007/2008 post election violence on pupils' academic performance in Kibra. I hereby request you to participate in the study by filling in the questionnaire as honestly as possible and to the best of your knowledge. The information you give is entirely for the purpose of this study and not for any other purpose. All your responses will be related with the highest confidentiality. You are therefore asked not to indicate your name or any other form of introduction.

Thanking you in advance

Yours faithfully

Victoria A. Apollo

Appendix B: Pupils' Questionnaire

Introduction

This questionnaire is aimed at collecting information about influence of post election violence on pupils' academic performance in Kibra. The information you give will be of benefit to the researcher in her academic goal. Please tick the appropriate answer to the questions below. The information you give will be held in total confidence and used only for the purpose of the study.

SECTION A: Demographic data

1. Indicate your gender

Male []

Female []

2. Age

9-12 []

13-16 []

17-20 []

20 and above []

3. Class

STD7 []

STD8 []

Others specify _____

SECTION B: Psychological influence of violence on academic performance

1. Did you lose any of your close family members during the 2007/2008 post election violence?

Yes

No

- i.) If yes, which one?

Mother

Father

Brother

Sister

Any other specify _____

ii) How has the loss influenced your academic performance?

Dropped in academic performance

Improved in academic performance

No change in academic performance

2. Do you experience sleep disturbance, diminished concentration and intrusive thoughts after the 2007/2008 post election violence?

Yes

No

If yes how does the experience influence your academic performance?

Dropped in academic performance

Improved in academic performance

No change in academic performance

3. Do you feel withdrawn after witnessing the 2007/2008 post election violence?

Yes

No

If yes how has withdrawal influenced your academic performance?

Dropped in academic performance

Improved in academic performance

No change in academic performance

4. Do you feel that the world is insecure and you can easily die from acts of violence after witnessing the 2007/2008 post election violence?

Yes

No

If yes how has this feeling influenced your academic performance?

Dropped in academic performance

Improved in academic performance

No change in academic performance

SECTION C: Social influence of post election violence on academic performance.

1. Was your family displaced during the 2007/2008 post election violence?

Yes

No

If yes how has the experience influenced your academic performance?

Dropped in academic performance

Improved in academic performance

No change in academic performance

2. Were you separated from your family during the 2007/2008 post election violence?

Yes

No

If yes how has the seraration influenced your academic performance?

Dropped in academic performance

Improved in academic performance

No change in academic performance

3. Have you been witnessing tribal animosity since the 2007/2008 post election violence?

Yes

No

If yes how has the tribal animosity influenced your academic performance?

Dropped in academic performance

Improved in academic performance

No change in academic performance

4. Have you experienced behaviour change among your peers and family members since the 2007/2008 post election violence?

Yes

No

If yes how has the behaviour change influenced your academic performance?

Dropped in academic performance

Improved in academic performance

No change in academic performance

5. Did your family disintergrate after the 2007/2008 post election violence ?

Yes

No

If yes how has the disintergration influenced your academic performance?

Dropped in academic performance

Improved in academic performance

No change in academic performance

SECTION D: ECONOMIC INFLUENCE OF POST ELECTION VIOLENCE ON ACADEMIC PERFORMANCE

1. Did your parents/guardians lose property during the 2007/2008 post election violence?

Yes

No

If yes how has the loss influenced your academic performance?

Dropped in academic performance

Improved in academic performance

No change in academic performance

2. Did your parents lose their jobs after the 2007/2008 post election violence?

Yes

No

If yes how has the loss influenced your academic performance?

Dropped in academic performance

Improved in academic performance

No change in academic performance

3. Have your parents/guardians been having difficulties in financing your education since the 2007/2008 post election violence?

Yes

No

If yes how has the difficulty influenced your academic performance?

Dropped in academic performance

Improved in academic performance

No change in academic performance

4. Do your parents/guardians easily buy books and school uniform when need arises since the 2007/2008 post election violence?

Yes

No

If no how has this influenced your academic performance?

Dropped in academic performance

Improved in academic performance

No change in academic performance

5. Do your parents have difficulties in providing for your basic needs since the 2007/2008 post election violence?

Yes

No

6. If yes how has the difficulty influenced your academic performance?

Dropped in academic performance

Improved in academic performance

No change in academic performance

THANK YOU

Appendix C: Class Teachers' Questionnaire

This questionnaire is meant to collect data for a study titled “The influence of post election violence on pupils’ academic performance in public primary schools in Kibra, Nairobi county Kenya for which your school is part of the sample. The questionnaire forms an integral part of the study and you are therefore kindly requested to give the necessary information as required. The information you give will be treated with strict confidentiality. Give answers by putting a tick against your preferred answers.

SECTION A: DEMOGRAPHIC INFORMATION

1. Gender

Male []

Female []

2. Age

20-29 []

40-49 []

30-39 []

50 and above []

3. Professional qualification

P1 []

Diploma in Ed []

Bed []

Med []

Others (specify)_____

4. How long have you been teaching in your current school?

0-5 years []

6-10 years []

11-15 years []

16-20 years []

Over 21 years []

SECTION B: Psychological influence of violence on academic performance

Were your pupils affected by the post election violence?

Yes []

No []

In your opinion, has the post election violence influenced academic performance in your school?

Yes []

No []

Indicate the extent to which you agree or disagree with the following statements:

Key:

SA= Strongly Agree

A = Agree

U = Undecided

D = Disagree

SD = Strongly Disagree

STATEMENT	SA	A	U	D	SD
Some pupils in my class were bereaved due to the 2007/2008 post election violence					
Pupils who witnessed the 2007/2008 post election violence are always withdrawn					
Some pupils witnessed while others were victims of rape during the 2007/2008 post election violence					
Pupils are usually startled and fearful since the 2007/2008 post election violence					
The attention span of some pupils reduced since the 2007/2008 post election violence.					

How has the psychological influence of the 2007/2008 post election violence influenced the academic performance of pupils in your class?

Academic performance has dropped

Academic performance has improved

No change in academic performance

SECTION C: Social influence of 2007/2008 post election violence on academic performance

To what extent do you agree or disagree with the following statements?

SD= Strongly Disagree D= Disagree U=Undecided A= Agree and SA=Strongly Agree

STATEMENT	SA	A	U	D	SD
Some families were displaced during the 2007/2008 post election violence					
The 2007/2008 post election violence has caused behavior change in some pupils					
Some pupils exhibit tribal animosity against their peers					
Some families disintegrated after the 2007/2008 post election violence					

How has the social influence of 2007;/2008 post election influence pupils' academic performance in your class?

- Academic performance has dropped
- Academic performance has improved
- No change in academic performance

SECTION D: Economic influence of 2007/2008 post election violence on academic performance

To what extent do you agree or disagree with the following statements?

SD= Strongly Disagree D= Disagree U=Undecided A= Agree and SA=Strongly Agree

STATEMENT	SA	A	U	D	SD
Most families lost their property during the 2007/2008 post election violence					
Most parents lost their source of livelihood during the 2007/2008 post election violence					
Most parents face difficulties in financing their children's education					
Some of the children engage in odd jobs so as to supplement the family's income since the 2007/2008 post election violence					
Parents have a challenge in buying learning resourced for their children					

How has the economic influence of 2007/2008 post election violence influenced academic performance of pupils in your class?

Academic performance has dropped

Academic performance has improved

No change in academic performance

Appendix D: Parents’ Questionnaire

This questionnaire is meant to collect data for a study titled “The influence of post election violence on pupils’ academic performance in public primary schools in Kibra, Nairobi County, Kenya for which your school is part of the sample. The questionnaire forms an integral part of the study and you are therefore kindly requested to give the necessary information as required. The information you give will be treated with strict confidentiality. Give answers by putting a tick against your preferred answers.

Section A: Demographic information

1. Gender

Male []

Female []

2. How long have you been a resident of Kibra?

0-7 years []

8-15 years []

Over 16 years []

3. In what class is your child?

Std 7 []

Std 8 []

Others specify _____

Section B: Psychological influence of violence

Indicate the extent to which you agree or disagree with the following statements:

Key:

SA- Strongly Agree

A- Agree

U- Undecided

D- Disagree

SD- Strongly Disagree

STATEMENT	SA	A	U	D	SD
My child has been very fearful after witnessing the 2007/2008 post election violence					
My child is withdrawn and does not mix freely with other					

children since the 2007/2008 post election violence					
My child gets nightmares since the 2007/2008 post election violence					
My child witnessed cases of rape during the 2007/2008 post election violence					
I lost a close family member during the 2007/2008 post election violence					

6. How has the psychological influence of 2007/2008 post election violence influenced your child's academic performance?

Academic performance has dropped

Academic performance has improved

No change in academic performance

Section C: Social influence of violence on academic performance:

To what extent do you agree or disagree with the following statements?

STATEMENT	SA	A	U	D	SD
We were displaced during the 2007/2008 post election violence					
Some of my family members were separated from me during the 2007/2008 post election violence					
I have noted some behavior change in my family since the 2007/2008 post election violence					
We have been experiencing some tribal animosity since the 2007/2008 post election violence					
My family disintegrated after the 2007/2008 post election violence					

6. How has the social influence of 2007/2008 post election violence influenced your child's academic performance?

- Academic performance has dropped
- Academic performance has improved
- No change in academic performance

Section D: Economic influence of 2007/2008 post election violence on academic performance

STATEMENT	SA	A	U	D	SD
I lost my property during the 2007/2008 post election violence					
I lost my source of livelihood during the 2007/2008 post election violence					
I face difficulties in financing my children's education since the 2007/2008 post election violence					
I am unable to provide my children with school uniform and books since the 2007/2008 post election violence					
I am unable to provide my family's basic needs since the 2007/2008 post election violence					

6. How has the above economic influence of 2007/2008 post election violence influenced your child's academic performance?

- Academic performance has dropped
- Academic performance has improved
- No change in academic performance

THANK YOU

Appendix f: 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:

27th October, 2014

NACOSTI/P/14/0223/3838

Apollo Victoria Atieno
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of 2007/2008 Post Election Violence on academic performance: The case of public primary schools in Kibera in Nairobi County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for a period ending **30th November, 2014.**

You are advised to report to **the County Commissioner and the County Director of Education, Nairobi 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. LANDGAT, OGW
FOR: SECRETARY/CEO

Copy to:

The County Commissioner
The County Director of Education
Nairobi County.