

**INFLUENCE OF ARMED CONFLICT ON PUPILS' PERFORMANCE IN  
KENYA CERTIFICATE OF PRIMARY EDUCATION IN MANDERA NORTH  
SUB-COUNTY, KENYA**

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## **DECLARATION**

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

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This research project has been submitted for examination with our approval as university supervisors.

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## **DEDICATION**

I dedicate this work to my beloved mother, Sultana Ibrahim Omar.

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## **ABBREVIATIONS AND ACRONYMS**

<b>CEWARN</b>	Conflict Early Warning and Response Mechanism
<b>EFA</b>	Education for All
<b>NRC</b>	Norwegian Refugee Council
<b>IDPs</b>	Internally Displaced Persons
<b>MDGs</b>	Millennium Development Goals
<b>SPSS</b>	Statistical Package for Social Sciences
<b>TUPADO</b>	Turkana Pastoralist Development Organization
<b>UNESCO</b>	United Nations Educational Scientific and Cultural Organisation
<b>UNHCR</b>	United Nations High Commissioner for Refugees
<b>DEO</b>	District Education Officer
<b>ASAL</b>	Arid and Semi-Arid Land
<b>KCPE</b>	Kenya Certificate of Primary Education

## ABSTRACT

According to the UNESCO Global Monitoring Report 2011, violent conflict is one of the greatest development challenges facing the international community (UNESCO, 2011). Beyond the immediate human suffering it causes, it is a source of poverty, inequality and economic stagnation. Children and education systems are often on the front line of armed conflict. The purpose of the study was to establish the influence of armed conflict on pupils' performance of KCPE in Mandera North Sub-County. The study was guided by the four objectives:- to establish the effects of displacement of families during conflict on pupils performance, establish the effects of teacher student ratio during conflict on pupils performance, determine how destruction of school infrastructure in the area of conflict affects the pupils performance and to examine the effects of destruction of source of livelihood on pupils performance. The study adopted a descriptive survey design since the study aimed at capturing respondents' opinions, attitudes, beliefs and knowledge based on the impact of perennial armed conflict on schools in Mandera North Sub-County. The sampled population for the study comprised of 8 head teachers and 112 pupils in primary schools in Mandera North Sub-County were randomly selected to participate in the study comprising 30 percent and given questionnaires to fill. Questionnaires were used for this study because they are much more efficient in that they permit collection of data from a much larger sample. Analysis of data started with editing to identify errors made by the respondents such as spelling and any un-responded to items. Quantitative data derived from the demographic section and the closed questions were analyzed using descriptive statistics, using percentages and frequencies to enable meaningful description of the distribution. The study found out that displaced children lacked support provided by educational structures as indicated by majority (62.5%) of head teachers. The study also found out that displaced children in the schools were given urgent need assistance and protection as indicated by majority (62.5%) of head teachers. Majority (75.0%) of head teachers' agreed that displacement results from the disruption of economic and social life of the pupils. Findings on the effects of teacher displacement during conflict on pupils' KCPE performance revealed that displacement of teachers during conflict had an effect on pupils' performance of KCPE as indicated by 100.0% of head teachers. Majority (75.0%) of headteachers agreed that fear of physical attacks was likely to hinder the teachers' ability to handle children in school and that the quality of education suffers due to shortages of teachers during conflicts. Majority (87.5%) of headteachers agreed that fear of sexual violence during conflict was likely to hinder the teachers' ability to handle children in school. Findings on the effects of destruction of sources of livelihood on provision of quality education found out that during conflict household lose their sources of income as indicated by majority (62.5%) of head teachers. Based on the study findings, the study concluded that displaced children lacked support provided by educational structures, displaced children faced greater poverty and that displaced children lack support provided by educational structures, displaced children travelled great distances towards schools and they were the most frequent victims of violence, disease, malnutrition and death. The performance of pupils suffers due to shortages of infrastructure during conflicts and that conflict destroys schools and educational infrastru

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the study**

Education is a fundamental right of every person, a key to other human rights, the heart of all developments, the pre-requisite for equity, diversity and lasting peace (World Education Forum; Education for All [WEFEA]; Education for All [EFA] ; A Framework for Action, Dakar, April 2000). Education occupies a central place in human rights and is essential and indispensable for the exercise of all other human rights and for development. Education has been recognized as a central element in social and economic development. According to Weeks (2003), education is a form of investment in human capital which yields economic benefits by increasing the productivity of its people.

Education is interrupted and a lot of school time lost in areas affected by conflict, floods and drought in Kenya. These disasters put many children at risk, exposing them to dangerous and rapidly changing situations. The quality of education is affected and disrupted as a result of these disasters. Quality education is a human right and a public good. Government and other public authorities should ensure that a quality education service is available freely to all citizens from early childhood into adulthood. Quality education provides the foundation for equity in society. Quality education puts the child in the centre and helps him or her to reach his or her full potential. Quality education requires children's active participation and this enhances child-friendly teaching and learning environments. Conflict is one of the most important development challenges facing the world today. Although the incidence of civil wars has decreased in recent years

(Harbom & Wallensteen, 2009), the legacy of violence persists across many countries around the world, especially in Africa, Caucasia, the Balkans, and the Middle East. The economic, political and social consequences of civil wars are immense. War displaces population, destroys capital and infrastructure, disrupts schooling, damages the social fabric, endangers civil liberties, and creates health and famine crises. Almost 750,000 people die as a result of armed conflict each year (Geneva Declaration Secretariat, 2008), and more than 20 million people were internally displaced by civil wars at the end of 2007 (UNHCR. 2008). Any of these effects will have considerable consequences for long-term development outcomes, including the educational attainment of populations exposed to violence. In the broadest sense, conflict can be defined as forceful interaction as a result of opposing views.

Alderman, Hoddinott and Kinsey (2006) found that Zimbabwean children affected by the civil war in the 1970s completed less grades of schooling and/or started school later than those not affected by the shocks. Similar results are found by Akresh and de Walque (2008) for Rwanda, Angrist and Kugler (2008) and Rodriguez and Sanchez (2009) for Colombia, Chamarbagwala and Morán (2009) for Guatemala, de Walque (2006) for Cambodia, Shemyakina (2006) for Tajikistan and Swee (2009) for Bosnia.

Armed conflict often destroys and damages schools and educational infrastructure. Conflict results in decreased access to schools, preventing the opening of schools, threatening children's security while travelling to school and attending class, and increasing teacher absenteeism. The World Bank reports that as a result of the conflict in Bosnia and Herzegovina, 50 percents of its schools required repair or reconstruction (Buckland, 2005). Similarly, 58 percents of primary schools in Mozambique had been

closed or destroyed as a result of its long civil war (Brück, 1997). The level of destruction was even higher in Iraq, at 85% (Buckland, 2005). Schools and places of learning are often explicit targets during periods of armed conflict.

Conflict-affects countries such as Somalia and Sudan, access to good quality education is seriously imperiled, not only due to the direct effects of fighting, but also because schools, teachers, students and staff are often targeted by violent attacks. The types of attack include the burning, shelling and bombing of schools, the occupation of schools by armed forces, the murder, torture, abduction and rape of teachers, students, education aid workers and school staff by armed groups or military forces, and the forced recruitment of child soldiers (O'Malley, 2007, 2010). These attacks lead to the death of teachers and students, the destruction of infrastructure, and result also in severe psychological trauma to those exposed to them. Conflict is endemic among pastoral communities in Northern Kenya and this had a negative effect on educational attainment and reducing educational survival rates due to displacement (Mwaura, 2005; Mwaniki, 2007). The quality of education also suffers due to shortages in basic necessities, such as food and water and school materials, especially in areas bordering the conflict that may experience an influx of refugee or internally-displaced students. As is often the case, the academic year may be interrupted or shortened due to conflict (Shemyakina, 2006).

The ASALs and other marginalized regions have some of the lowest rates in each of the education indicators (access, enrolment, quality, completion and transition) and experience the least rate of growth of education infrastructure. An analysis conducted to map schooling levels of all persons aged six and above indicates that only 32.3 % in ASAL districts have ever enrolled in school against a national average of 76.8%. In former central province of Kenya for example, 92



percent of the population have attended school and only three (3) percent (0.5% of women) in former North Eastern Province (NEP) had attended secondary schools, against a national average of 8.7 percent, (Kenya National Bureau of Statistics [KNBS], 2008).

Studies by Lai and Thyne (2007); Ichino and Winter-Ebmer (1998); Merrouche (2006) have examined the quantitative impact of conflict on performance. Cross country quantitative analyses show that states in civil war experience a decline in enrolment by between 1.6 to 3.2 percentage points, which means a decline of 64,000 students for a country with a normally enrolled population of 4 million (Lai & Thyne 2007). In a study on the hardest-hit cities in Germany in World War II, Akbulut-Yuksel (2009) found that children who were school-aged during this period attained 0.4 fewer average years of schooling and those in the most bombed cities completed 1.2 fewer years.

The impact of the Rwandan genocide was similar, decreasing the average level of educational attainment by 0.5 years, or 18.3 percentage points (Akresh & de Walque 2008, 2). However, Rwanda is a striking case because of the dramatic increase in enrolment after the conflict. Lopez and Wodon (2005a) demonstrate that within five years of the genocide, enrolment rates in Rwanda returned to their pre-conflict levels.

In the broadest sense, conflict can be defined here as forceful interaction as a result of opposing views. As pastoralism revolves around livestock, the conflicts are predominantly about livestock and its related productive assets - water, land and pasture. These resources closely tie conflicts to the violent theft of livestock, referred to as raiding, which are both a contributing factor and an articulation of conflict. On the one hand, raiding leads to distrust between communities which is a prerequisite of conflict

(Mwangi 2006). Mandera North Sub-County has had a long history of conflicts which has affected education. Table 1.1 presents data on the performance in the Sub- County in the last 5 years.

**Table 1.1 Data on KCPE performance between 2010 and 2014**

<b>Sub county</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
Mandera East Sub- County	210.63	188.04	170.359	193.03	204.03
Mandera West Sub –County	222.868	190.234	249.0	210.0	217.458
Mandera Central Sub- County	201.39	248.13	185.85	188.2	236.75
Mandera North Sub- County	168.778	179.116	175.0	170.0	170.235

As indicated in Table 1.1, over all KCPE performance in Mandera North Sub- County has been performing poorest vis a vis other Sub-Counties. In Mandera County, due to armed conflict KCPE performance is generally poor, mean grade below 250, for example in 2013 Mandera County was the last County in Kenya with a mean score of 190.307 (KNEC,2013). Though there could be other causes, this study investigated if influence of armed conflict could affect pupils performance in KCPE in Mandera North Sub-County.

## **1.2 Statement of the problem**

The effects of perennial armed conflict is of great concern, both locally and nationally. The Violence has been witnessed progressively since 2009 to present, and has kept recurring periodically ( Deputy County Commissioner, Mandera North Sub-County). Pastoral communities have a long history of conflicts which are as a result of opposing views affecting education in terms of death or displacement of teachers, staff, student and destruction of schools. For example when schools close due to conflict normal learning is affected hence performance cannot be achieved.

The government of Kenya has involved the communities in dialogues to mitigate the problem especially in Mandera North Sub-County which is one of the Sub-Counties that has been affected by armed conflict leading to closure of schools unlike the other neighboring Sub-Counties (DEOs office Mandera North,2014).

Measuring influence of perennial armed conflict is not an easy task. However, it can be measured using various indexes (Nicolai and Triplehon,2003). During conflict, education for children and the youth are affected and interrupted. The safety of the learners and the teachers is critical in Mandera North Sub-County. This study therefore, sought to establish the influence of armed conflict on pupils performance of KCPE in Mandera North Sub-County as none has been conducted so far. The Sub-County has borne the brunt of the conflict more than any other. Hence the choice of the Sub-County for the study.

### **1.3 Purpose of the study**

The purpose of this study was to investigate the influence of armed conflict on pupils performance of KCPE in Mandera North Sub-County.

#### **1.4 Objectives of the study**

The study was guided by the following objectives:

- i. Establish the effects of displacement of families during conflict on pupils performance of KCPE in public primary schools in Mandera North Sub-County;
- ii. Establish the effects of teacher student ratio during conflict on pupils performance.
- iii. Determine how destruction of school infrastructure in the area of conflict affects the pupils performance.
- iv. Examine the effects of destruction of source of livelihood on pupils performance.

#### **1.5 Research questions**

The study sought to answer the following research questions.

- i. What is the effect of displacement of families during conflict on pupils performance of KCPE in public primary schools in Mandera North Sub-County?
- ii. What is the effect of teacher student ratio in the area of conflict on pupils performance of KCPE in public primary schools in Mandera North Sub-County?
- iii. To what extent does destruction of school infrastructure in the area of conflict affect the pupils performance of KCPE in public primary schools?
- iv. How does destruction of source of livelihood during conflict affect the performance of KCPE in public primary schools?

## **1.6 Significance of the study**

The study may establish the influence of armed conflict on pupils performance of KCPE in public primary schools in Mandera North Sub-County. The findings for the study may be very important to the Ministry of Education in identifying how armed conflict affects education and hence find ways of addressing the issues. The findings may also be important to the school administrations since it can be used to create awareness on the importance of maintenance of peace which has an impact on provision of quality education. The findings may also be important to the teachers service commission (TSC) in establishing how armed conflict may have affected teachers. The Board of Management (BOM) may also benefit from the study findings in that they can bring harmony in the community, hence reducing the effects of armed conflict on education. The Kenya Institute of Curriculum Development (KICD) may also benefit from the study in that they can prepare teaching learning materials that may educate the community on the importance of coexistence.

## **1.7 Limitations of the study**

One of the limitations of the study is that it was challenging to get records from the schools on cases of enrollment and school attendance. The researcher however tried to get any relevant information on the trend on children participation in education. It was difficult to control the attitudes of the respondents as they may give socially biased answers to please the researcher. These limitations were addressed by requesting the respondents to be truthful as they respond to the instruments.

### **1.8 Delimitations of the study**

The study was conducted in public primary schools. The study participants were headteachers and pupils from the selected schools as they have first hand information about effects of conflict on performance of KCPE.

### **1.9 Assumptions of the study**

The study was based on the following assumptions:

- i. That the respondents were aware of how conflicts affects the pupils performance of KCPE.
- ii. That occurrence of conflict has had an impact of pupils performance of KCPE.
- iii. That respondents were honest, knowledgeable and truthful in providing the required information.

## 1.10 Definition of significant terms

The following are the significant terms as used in the study

**Adequacy of teachers** refers to schools having enough teachers.

**Armed conflict** refers to a state of open, armed, often prolonged conflict carried on between nations, states or parties.

**Clan conflicts** refers to the inter community wrangles which affect the normal running of the schools.

**Displacement of families** refers to forced movement of families as a result of conflict

**Displacement of teachers** refers to forced movement of teachers during conflict to safer areas.

**Influence** refers to the capacity to have an effect on the character, development or behavior of someone or something, or effect itself.

**Livelihood** refers to what people depend on for their daily living for example animals and businesses.

**Pupils performance** refers to the outcome of education- the extent to which a student, teacher or institution has achieved their educational goals.

**School infrastructure** refers to destruction of school buildings during conflict.

**Sources of livelihood** refers to income by families as a result of conflict.

**Teacher-student ratio** refers to the number of teachers in a school with respect to the number of students who attend the institution.

### **1.11 Organization of the study**

The study is organized into five chapters. Chapter one comprises of background of the study, statement of the problem, purpose and objectives of the study, research questions, significance of the study, limitations and delimitations of the study, basic assumptions of the study and definitions of significant terms as used in the study. Chapter two consists of conflict and pupils performance of KCPE, Displacement of families during conflict and pupils performance of KCPE, teachers during conflict and pupils performance of KCPE, fear for children security during conflict and pupils performance of KCPE, destruction of school infrastructure during conflict and pupils performance of KCPE and destruction of source of livelihood during conflict and pupils performance of KCPE. The section had theoretical framework and conceptual framework. Chapter three consists of the research methodology divided into: research design, target population, sampling and sampling procedures, research instrument, reliability and validity of the instruments, data collection procedures and data analysis techniques. Chapter four discusses data analysis and interpretation. Chapter five comprises of the summary of the study, conclusions, recommendations and suggestions for further research.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter is the literature review. The section covers, conflict and pupils performance in KCPE, displacement of families during conflict and pupils performance in KCPE, displacement of teacher-student ratio during conflict and pupils performance in KCPE, fear for children security during conflict and pupils performance in KCPE, destruction of school infrastructures in the area conflict and pupils performance in KCPE and destruction of source of livelihood during conflict and pupils performance in KCPE. The chapter also presents the theoretical and conceptual framework for the study.

#### **2.2 Conflict and pupils performance in KCPE**

In the ten years since the adoption of the Education for All (EFA) goals in Dakar, Senegal in 2000, many regions of the world have shown remarkable gains toward meeting the six EFA goals by 2015. However, as the 2010 EFA Global Monitoring Report states, there are still many countries that remain far from achieving their commitments (UNESCO 2010a, 10). Conflict represents a major impediment for the realization of the EFA and Millennium Development Goals (MDGs), especially for the universal completion of primary education and gender equality in primary and secondary education (Buckland 2005, 1).<sup>1</sup> In fact, over half of the world's primary-aged children out of school are estimated to live in conflict-affected fragile states (Nicolai 2008, 27). Given that armed conflicts vary in duration, intensity and localization, educational systems may be affected in different ways.

In several conflict-affected countries, access to good quality education is seriously imperilled, not only due to the direct effects of fighting, but also because schools, teachers, students and staff are often targeted by violent attacks. The types of attack include the burning, shelling and bombing of schools, the occupation of schools by armed forces, the murder, torture, abduction and rape of teachers, students, education aid workers and school staff by armed groups or military forces, and the forced recruitment of child soldiers (O'Malley 2007 2010). These attacks lead to the death of teachers and students, the destruction of infrastructure, and result also in severe psychological trauma to those exposed to them.

### **2.3 Displacement of families during conflict and pupils performance in KCPE**

Globally more than 27 million children estimated to be out of education as a result of emergency situations such as armed conflicts. A large proportion of these are internally displaced (Mooney & French 2005). Displaced children are deprived of education but also of the support provided by educational structures is difficult, often persistently violent, environments (UNHCR 1994).

Displacement is a primary consequence of the nature of contemporary conflict. Displacement on a massive scale is not uncommon. Of all the people who have experienced conflict, 56 percent have been displaced. Over the course of the conflict in Afghanistan, 76 percent of the population has been displaced, and in Liberia, 90 percent (ICRC, 2009). At the end of 2009, 43.3 million people were displaced globally, including 15.2 million refugees, who were displaced across national borders, and 27.1 million

Internally Displaced People (IDPs), who remained in their own country (UNHCR, 2010a).

There are three principle ways in which conflict leads to displacement for children and their families. First, civilians can be inadvertently caught between fighting factions and either flees once violence reaches their community or flee in anticipation of the violence. Second, armed groups adopt strategies of war explicitly aimed at prompting widespread displacement and/or displacement of specific individuals and groups. Third, displacement results from the disruption of economic and social life brought about by conflict (Ferris & Winthrop, 2010).

The effects of displacement on children are particularly pronounced. UNICEF estimates that about 50 percent of people forced to flee their homes as a result of conflict are children. In 2009, 18 million children were displaced globally (UNICEF, 2009, p. 25). Displacement jeopardizes children's physical and psychosocial health, and it presents challenges to child protection especially related to sexual violence and recruitment into armed forces. Conflict-induced displacement also has great implications for education, both for refugees and IDPs.

In face of repeated incidents and threats of attack, children are afraid to go to school, parents will be scared of sending them to school and teachers will be afraid to go to work. Schools will be closed to prevent attacks (IANS 2009), and governments may be reluctant to reopen schools because threats of attack may still be present (Mulkeen, 2007). They will also find it difficult to replace teachers in the areas targeted (Mulkeen,

2007). These effects will have long term consequences for the type and quality of schooling available to children in areas of violence.

When families are displaced due to conflict, they do not attend school because their labour is needed to contribute to household income. Boys are employed in farming and other activities, while girls are needed to help with domestic work, childcare and agricultural tasks. For those that do manage to get schooling while still working, there are losses in the quality of their education due to chronic fatigue and stress, where students are “too exhausted to realise their potential” (Brookings Institution-SAIS Project on Internal Displacement, 2003). In Colombia, where in 1999 only an estimated 15% of IDP children received some form of education, the academic performance was found to be significantly constrained by high rates of malnutrition, trauma and cognitive disorders (Profiles in Displacement: Colombia cited in Mooney and French, 2005).

Education is increasingly viewed as the “fourth pillar” of humanitarian response, alongside nourishment, shelter and health services (Norwegian Refugee Council et. al. 1999, ICWAC, 2000). Education can help to reduce children’s exposure to threats including sexual exploitation, physical attack and recruitment into armed groups. Classrooms can also be effective means to disseminate information on how to avoid landmines, reducing the risk of HIV/AIDS and other preventive measures. Access to education may also facilitate the integration of displaced populations into local communities as schools may provide a means to promote community cohesion.

## **2.4 Teacher student ratio during conflict and pupils performance in KCPE**

Teachers are also perceived as leaders of communities. Threats and attacks to teachers tend to take place due to their opposition to the forced recruitment of children by armed groups, their positions of leadership in the community, and accusations they face by armed groups of collaborating with opposing groups (Novelli 2008, Amnesty International 2007). Motives for these attacks on schools, students and teachers vary according to circumstances. In some cases, schools are the only visible symbol of government rule, making them easy targets for rebel groups (O'Malley, 2007). Attacks are also used as a form of control of the population to impose religious, linguistic or cultural identities (Human Rights Watch, 2006), and to recruit personnel, or provide shelter for troops (O'Malley, 2010).

Conflict affects education in many ways. Most tragically, it results in the death or displacement of teachers, staff and students. For example, more than two-thirds of teachers in primary and secondary schools were killed or displaced as a result of the Rwandan genocide (Buckland, 2005). Cambodia and Somalia represent extreme cases. In the late 1970s the Cambodian educational system was left in ruins with virtually no trained or experienced teaching professionals (Buckland, 2005, xi). State collapse in Somalia coupled with targeted attacks on educational infrastructure ground the country's educational system to a halt (Abdi, 1998).

## **2.5 Children security during conflict and pupils performance in KCPE**

Fear plays an important part in explaining the removal of children from schools during violent events. A recently reported fighting strategy in Afghanistan has been the direct targeting of school children on their way to or from school. More than 100 children were killed in this way between 2006 and 2008, according to UNICEF. This tactic for spreading fear has resulted in the closure of around 670 schools in early 2009, depriving around 170,000 children of access to education (IRIN, 2009).

In contexts of armed conflict, rape and other sexual violence has become common behaviour amongst fighting groups. There have been several reports of acts of sexual violence against children by armed groups and security forces in Sub-Saharan Africa (particularly Burundi, Central African Republic, Chad, DR Congo, Somalia, Sudan), Latin America and the Caribbean (Colombia, Haiti), Arab states (Iraq, Palestinian Autonomous Territories), South and West Asia (Afghanistan, Sri Lanka) and East Asia and the Pacific (Philippines) (IRIN, 2004). One of the worst affected countries is DR Congo, where there were 2,727 cases of sexual violence against children have been reported (IRIN, 2004). The majority of perpetrators are elements of armed groups. However, national police officers and men from the local community have also exploited the turmoil caused by the war to commit sexual violence against women without fear of punishment (Oxfam, 2001; Ward, 2002). Fear of physical attacks and sexual violence is likely to hinder the ability of children, particularly although not exclusively girls, to enroll in schools. In such contexts of fear and terror, households may attempt to protect

vulnerable members by keeping them at home or sending away to relatives and friends in more secure locations.

As well, conflict results in decreased access to school, preventing the opening of schools, threatening children's security while travelling to school and attending class, and increasing teacher absenteeism. For children who do attend school, conflict can have a negative effect on educational attainment, increasing dropout and reducing educational survival rates due to displacement, military recruitment or economic hardship. Educational attainment beyond primary suffers the most during conflict, perhaps due to the greater specialization needed for these levels, as well as the increased likelihood for youth involvement in the military, the workforce or marriage (Swee, 2009; Shemyakina, 2006). The quality of education also suffers due to shortages in basic necessities, such as food and water and school materials, especially in areas bordering the conflict that may experience an influx of refugee or internally-displaced students. As is often the case, the academic year may be interrupted or shortened due to conflict (Shemyakina, 2006).

## **2.6 School infrastructure in the area of conflict and pupils performance in KCPE**

Armed conflict destroys and damage schools and educational infrastructure. The World Bank reports that as a result of the conflict in Bosnia and Herzegovina, 50% of its schools required repair or reconstruction (Buckland, 2005). Similarly, 58% of primary schools in Mozambique had been closed or destroyed as a result of its long civil war (Brück, 1997). The level of destruction was even higher in Iraq, at 85% (Buckland, 2005; 17). Schools and places of learning are often explicit targets during periods of armed conflict. In

*Education Under Attack*, UNESCO reports that “education has been attacked in at least 31 countries in Africa, Asia, Europe and Latin America over the past three years” (2010). One of the most afflicted countries is Afghanistan, which witnessed a dramatic increase in attacks on schools, from 242 in 2007 to 670 in 2008 (UNESCO 2010b, 43). Many of the countries where education is under attack are included in the present study: Afghanistan, Burundi, Chad, Democratic Republic of the Congo, Ethiopia, Guatemala, India, Iraq, Pakistan, Somalia and Zimbabwe.

Rwanda experienced in 1994 one of the world’s most violent episodes of genocide violence, which killed at least 800,000 people in approximately 100 days (Des Forges, 1999). The genocide was extremely violent and disrupted the school year throughout the entire country. Schools were closed, buildings and supplies were destroyed, teachers and students were killed, or forced to become refugees. Akresh and De Walque find that school age children exposed to the genocide experienced a drop in educational achievement of almost half a year of completed schooling, and are 15% less likely to complete 3rd or 4th grade. The most likely mechanism linking the genocide to educational attainment is through lack of progression to higher secondary schooling grades.

Deliberate destruction of education facilities is a long-standing practice in armed conflicts. Most of Sierra Leone’s education infrastructure was destroyed in its civil war and, three years after the end of the war, 60% of primary schools still required rehabilitation (World Bank, 2007). Motives for attacking education infrastructure vary.



Schools may be seen as embodying state authority and therefore as a legitimate target, especially when insurgent groups oppose the type of education promoted by governments. This has been a motivation for attacks on schools in Afghanistan.

More generally, destruction of schools is sometimes an element in a wider strategy aimed at destabilizing areas and disrupting communities. For example, in the Democratic Republic of the Congo, schools and other basic service facilities are routinely destroyed during attacks on villages. In addition, schools often suffer collateral damage when armed forces fail to provide adequate protection. Estimates of the number of schools damaged and destroyed in conflict vary widely, but it is clear that schools are often targets. Among the recent examples of damage to schools: Education infrastructure in Gaza was severely damaged during Israeli military attacks in 2008 and 2009. Some 280 schools were reported damaged, of which 18 were destroyed. Restrictions on movements of building materials as a result of a military blockade have hampered reconstruction (O'Malley, 2010b). The lack of materials for reconstruction and rehabilitation, along with shortages of supplies, has forced thousands of students to learn in overcrowded and unsafe environments (United Nations, 2010b). This is a stark example of an education system subject to indiscriminate use of force and inadequate protection.

Swee (2009) provides evidence on the effects of the civil war in Bosnia (1992-1995) on schooling attainment of the cohorts who were in the process of completing their primary and secondary schooling during the war. He uses a unique data set which contains information on war casualties at the intrastate level, which alongside the cohort differences, allow him to identify the effects of the civil war in Bosnia on schooling

attainment. His main empirical findings suggest that war intensity significantly reduces the schooling attainment of affected cohorts: individuals in cohorts affected by the civil war are less likely to complete secondary schooling if they resided in municipalities which experienced higher levels of war intensity. In particular, a one-standard deviation increase in war casualty rates (equivalent to 21 deaths per 1000) reduces the affected individual likelihood of completing secondary school by 3%. Interestingly he finds no noticeable effects on primary schooling, which might indicate successful organisation of war schools at the primary level. Swee argues that these results are likely picking up immediate, rather than long term effects. In terms of causal pathways, Swee puts forth several pieces of indirect evidence, which point to youth soldiering as the key mechanism explaining these effects.

## **2.7 Sources of livelihood and pupils performance in KCPE**

Conflicts and livestock raiding affect the well-being of pastoral communities in various direct and indirect ways. This section attempts to structure and analyse the complex effects by supplementing the results of the present study with findings of previous research. The most direct effect of raiding on human well-being is the loss of lives and injuries caused during the raids. In Turkana alone, Turkana Pastoralist Development Organization (TUPADO) recorded 592 raid-related deaths. The effects of conflict and raiding on livestock numbers can be both direct and indirect. Indirectly, raiding contributes to loss of livestock through the spread of diseases (Bett et al.2009; Oloya et al. 2006). The direct effect of raiding can be both positive (for the raiding community) and negative (for the raided community).

Conflict has an impact on household income. During conflict, households lose their sources of income especially when crops fail and animals die. Households suffer high losses and are forced to depend on the government and donor agencies for relief food. Such losses mean that parents are not able to support their children's education in the payment of levies. During conflict, earnings from farm labour also dropped substantially, due to the reduced labour demand. Households who depend on hired labour in farms do not get such income and hence are not able to provide for their families. For example, in a study carried out by Blum (2005) revealed that in southern China and north-eastern Thailand, households' income levels were affected by conflict. Apart from loss of income, households were not able to pay school fees for their children hence causing low enrollment in schools.

In a study carried out by Huhuo and Mugalavai (2010) on the Effects of Conflict on Food Security in Kenya revealed that schools in Wajir county experienced low participation during drought. Parents were not able to pay school levies hence making it difficult for children to learn. Glewwev and Nanaan (2004) studied the effect of drought on children's education in Ghana and revealed that household loss of income due to emergency had a negative effect on children's access to education. Households that were affected by such emergencies were not able to provide for their children's education.

Turkana and Pokot experienced a net loss of livestock of more than 90,000 animals due to raids between 2006 and 2009 (Conflict Early Warning and Response Mechanism [CEWARN] 2010). This number has to be treated with caution as raided communities

tend among the most direct effects of the raiding are loss of human lives, reduced number of livestock as well as reduced access to water, pasture and even loss of homes. In addition, the conflicts lead to distrust in other communities and a strong omnipresent perception of insecurity which entails several and partly interconnected subsequent effects. These effects include ineffective resource use, reduced mobility, closing of markets and schools and obstacles for investments. In combination with droughts, diseases, small arms and social, political and economic marginalisation, the effects of raiding pose a significant threat for pastoral livelihoods. In fact, one could argue that the conflicts are 'raiding pastoral livelihoods'.

## **2.8 Summary of literature review**

This section has presented the literature review of the study. The review of literature has established that the effects of displacement on children are particularly pronounced which affects children education. During conflict, children are displaced leaving behind their possessions which affect education. In face of repeated incidents and threats of attack, children are afraid to go to school, parents would be scared of sending them to school and teachers would be afraid to go to work. Schools are making access to education difficult. Schools also find it difficult to replace teachers in the areas targeted which has a long term consequences for the performance available to children in areas of violence. The review also has shown that when families are displaced due to conflict, they do not attend school because their labour is needed to contribute to household income. Conflict also leads to displacement of teachers. When teachers are not in school learning cannot take

place. It has also been established that deliberate destruction of education facilities is a long-standing practice in armed conflicts.

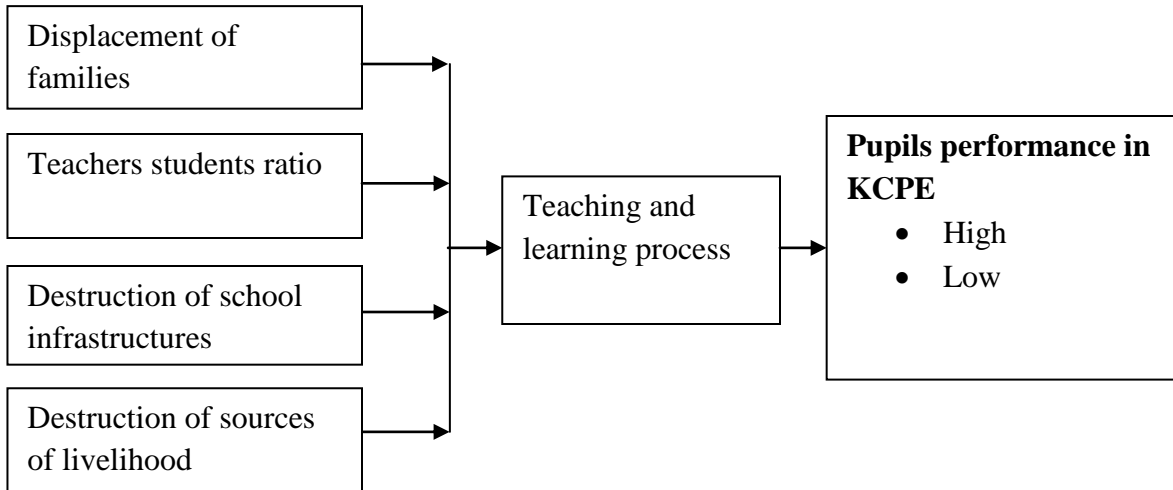
## **2.9 Theoretical framework**

The study was guided by Basic Needs Theory which was proposed by Abraham Maslow in 1943. According to this theory there are certain minimum requirements that are essential to a decent standard of living. These are known as physiological needs. They include food, shelter and health care. They are primary needs and have to be catered for before other needs such as security, love, affection and self actualization. The acquisition of education enables a person to acquire all the other needs in the hierarchy of needs. The satisfaction of these needs determined to a great extent whether a person will participate in learning activities. For instance, children need to be provided with basic needs so that they can seek higher needs such as education. Accordint to Mwangi (2006), children in conflict areas miss these basic needs hence they cannot access quality education.

## **2.10 Conceptual framework**

The conceptual framework for the study is presented in figure 2.1

**Figure 2.1 Interrelationship between variables in the influence of armed conflict on pupils performance of KCPE in Mandera North Sub-County.**



The conceptual framework for the study shows the interrelationship between variables in the effects of conflict on quality education in Mandera North Sub-County. The framework shows the effect of conflict on education. In the framework, factors such as displacement of families, adequacy of trained teachers, destruction of school infrastructures and destruction of sources of livelihood affect the provision of quality education. These are the independent variables. The dependent variable is quality education which is characterized by KCPE result.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the research methodology to the study. It discusses aspects of the geographical area in which the study was carried out, the research design, target population, sample and sampling techniques, research instruments, validity and reliability of research instruments, data collection procedures and data analysis.

#### **3.2 Research design**

According to Kothari (2001) research design can be regarded as an arrangement of conditions for the collection and analysis of data in a manner that aims to combine relevance with research purpose. It is the conceptual structure within which research is conducted. The choice of the descriptive survey design is made based on the fact that in this study researcher is interested in the state of affairs already existing in the field and no variable was manipulated. Descriptive survey design therefore was appropriate because it would enabled the researcher to gather information concerning the influence of armed conflict on pupils performance of KCPE in Mandera North Sub-County.

#### **3.3 Target population**

Mugenda and Mugenda (1999), define target population as an entire group of individuals', events or objects having common characteristics. It is the sum total of all that conforms to a given specifications. The target population comprised of all the 15

public schools in the Sub-County which comprised of 15 Headteachers and 375 class 8 and class 7 pupils (Sub- County Office, Mandera North, 2015).

### **3.4 Sample size and sampling techniques**

According to Orodho and Kombo (2002), sampling is the process of collecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group. In order to obtain a sample for this study, the researcher used the 20 – 30 percent suggested by Mugenda and Mugenda (2003), though a higher percentage is better. The researcher used a higher percentage of 50% of the schools yielding 8 schools. From the target population 8 headteachers were selected to participate in the study and given questionnaires to fill. The researcher also took 30% of 375 pupils which yield 112 pupils. After determining the percentage that comprised the sample, simple random sampling techniques was used to give each member of the population a chance of being selected. Random numbers were used whereby the members of the population were numbered from H to M. Then M numbers were selected and this comprised the sample.

### **3.5 Research instruments**

This study used observation checklist and questionnaires, to collect data because they are much more efficient in that they permit collection of data from a much larger sample (Gay, 1992). It also enables the researcher to collect both qualitative and quantitative data for research. According to Mulusa, (1988) a questionnaire is a written set of questions that are cheap to administer to respondents scattered over a large area and convenient for collecting information from a large population within a short space of



time. In addition, the respondents felt free to give frank answers to sensitive or embarrassing questions especially if they were not required to disclose their identity. Two sets of questionnaires were used in this study; headteachers' and pupils questionnaires that helped to elicit information on what they perceived as the influence of armed conflict on schooling. The questionnaire had two sections. Section one was on demographic information while section two had items seeking to establish the influence of armed conflict on pupils performance of KCPE. The researcher also used observation schedule.

### **3.6 Validity of the instrument**

The researcher conducted a pre-test of the instruments. Based on the analysis of the pre-test, the researcher was able to make corrections, adjustments and additions to the research instruments. The study used content validity to ensure the validity of the instruments. This was used to check whether the questions on the research instruments address the research questions. Consultations and discussions with the supervisors was also done to establish content validity (Kombo & Tromp, 2006).

### **3.7 Reliability of the instruments**

Reliability is the proportion of variance attributable to be the true measurement of a variable and estimates the consistency of such measurement overtime, in other words it is a measure of the degree to which research instruments would yield the same results or after repeated trials. The procedure for extracting an estimate of reliability was obtained from the administration of Test-Retest reliability method which involved administering the same instrument twice to the same group of subject with a time lapse between the first

and second test. A Pearson's product moment formula was used to compare the correlation coefficient in order to establish the reliability of the instruments.

$$r = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{[N\sum(x)^2 - (\sum x)^2][N\sum(y)^2 - (\sum y)^2]}}$$

The correlation coefficient was at 0.8 to 1 and it indicates 90% confidence level which deemed the questionnaires reliable (Mugenda and Mugenda, 1999).

### **3.8 Data collection procedures**

The researcher sought for a research permit from the National Council for Science and Technology (NACOSTI) and permissions sought from the Deputy county commissioner and the District Education Officer (DEO) and thereafter wrote letters to the headteachers to be allowed to do the study. The selected schools were visited and the questionnaires administered to the respondents. The respondents were assured that strict confidentiality would be maintained in dealing with the identities. The completed questionnaires were collected immediately.

### **3.9 Data analysis techniques**

This study generated both qualitative and quantitative data. Quantitative data was arranged and recorded to particular research questions after which frequencies, percentages, bar graphs, and pie charts were used to analyze and present it. Qualitative data was edited or cleaned up then arranged into themes and patterns using codes after which it was analyzed and interpreted just like quantitative data. Data was analyzed using

descriptive statistics with the help of statistical package for social science (SPSS). This processed the frequencies and percentages which was used to discuss the findings. Tables, pie charts and bar graphs were used to present the data while descriptive statistics such as percentages and frequencies were used to answer research questions. Qualitative data was analyzed thematically. To measure the influence, the researcher used pearsons correlation coefficients to establish the influence of independent variables on the dependent variable.

## **CHAPTER FOUR**

### **DATA ANALYSIS AND INTERPRETATION**

#### **4.1 Introduction**

Presented in this chapter are data analysis, presentation and interpretation of findings. The purpose of this study was to investigate the influence of armed conflict on pupils performance in Kenya Certificate of Primary Education in Mandera North Sub-County. The data presented in this chapter were processed using Statistical Package for Social Sciences (SPSS). All themes discussing the same research questions were presented and analyzed together. The analysis of data was presented in both narrative and tabular forms.

#### **4.2 Response rate**

Questionnaire return is the proportion of the questionnaires returned after they have been issued to the respondents. Out of the 8 headteachers and 112 pupils sampled in the study, 8 headteachers and 112 pupils returned the questionnaires. The return rate was deemed adequate for data analysis.

#### **4.3 Demographic data of the respondents**

##### **4.3.1 Demographic data of the headteachers**

The demographic data of the headteachers was based on their gender, age, their professional qualification and number of years they had been in the current school. To establish the gender of the headteachers, they were asked to indicate their gender.

Table 4.1 indicates the findings of the headteachers' gender

**Table 4.1 Distribution of headteachers according to gender**

<b>Gender</b>	<b>F</b>	<b>%</b>
Female	1	12.5
Male	7	87.5
<b>Total</b>	<b>8</b>	<b>100.0</b>

Table 4.1 shows that majority (87.5%) of headteachers were male while (12.5%) of headteachers were female. This shows that there were more male headteachers than female headteachers in the area.

#### **Age of headteachers**

When asked to indicate their age, they responded as shown in Table 4.2

**Table 4.2 Distribution of headteachers according to age**

<b>Age</b>	<b>F</b>	<b>%</b>
31 – 35 yrs	1	12.5
36 – 40 yrs	3	37.5
41 – 45 yrs	1	12.5
46 – 50 yrs	1	12.5
51 and above	2	25.0
<b>Total</b>	<b>8</b>	<b>100.0</b>

Data shows that 12.5% of headteachers were in the age bracket of between 31 and 35 years, the same number of headteachers were aged between 41 and 50 years, 25.0% of headteachers were aged above 51 years while 37.5% of head teachers were aged between 36 and 40 years. This shows that the head teachers were relatively old and hence would understand the influence of armed conflict on pupils performance of KCPE.

### **Education Qualification of headteachers**

When asked to indicate their professional qualification, they responded as indicated in Table 4.3

**Table 4.3 Distribution of headteachers according to academic/professional qualification**

<b>Professional qualification</b>	<b>F</b>	<b>%</b>
B.Ed	6	75
Diploma in Education	1	12.5
P1	1	12.5
<b>Total</b>	<b>8</b>	<b>100.0</b>

Table 4.3 shows that 75% of headteachers had bachelors in education, 12.5% of headteachers had diploma in education while the same number of headteachers had primary education professional qualification. This shows that the headteachers had the required professional qualification to serve in primary schools.

## Teaching experience of headteachers

When asked to indicate their teaching experience, they responded as shown in Table 4.4

**Table 4.4 Distribution of headteachers according to teaching experience**

<b>Years</b>	<b>F</b>	<b>%</b>
2 – 5 yrs	1	12.5
6 – 10 yrs	1	12.5
11-15yrs	1	12.5
16-20yrs	2	25.0
More than 20 years	3	37.5
<b>Total</b>	<b>8</b>	<b>100.0</b>

Table 4.4 shows that 12.5% of headteachers had been teaching for between 2 and 5 years, the same number of headteachers for between 6 and 15 years. Data further shows that 25.0% of headteachers had taught for between 16 and 20 years while 37.5% of head teachers had taught for more than 20 years. This shows that the headteachers had taught for considerable number of years and hence would provide information on the influence of armed conflict on pupils' performance of KCPE. The study further found out that the headteachers were from Rhamu Arid Zone boarding primary, Al-Hidaya Boarding Primary, Rhamu-Dimtu Boarding primary, Yabicho primary, Rhamu DEB Boarding Primary, Shantoley primary, Girissa primary and Al-Fowzan Boarding primary.

### **Duration as heads in current school.**

When asked to indicate the duration they had been in the current school, the headteachers responded as shown in Table 4.5

**Table 4.5 Distribution of headteachers according to duration in the school**

<b>Years</b>	<b>F</b>	<b>%</b>
1 – 5 years	6	75.0
11 – 15 years	1	12.5
26 years and above	1	12.5
<b>Total</b>	<b>8</b>	<b>100.0</b>

Table 4.5 shows that majority 75.0% of headteachers had been in the current school for between 1 and 5 years, 12.5% of headteachers for between 11 and 15 years while the same number of headteachers had served in the current school for more than 26 years. This shows that the headteachers had been in the current school for considerable number of years and hence were in a position to provide information on the influence of armed conflict on pupils' performance of KCPE.



### 4.3.2 Demographic data of the pupils

This section presents the demographic information of the pupils. The demographic information of pupils was based on class, gender and age.

Table 4.6 shows pupils' class

**Table 4.6 Distribution of pupils according to class**

<b>Class</b>	<b>F</b>	<b>%</b>
Class seven	45	40.2
Class eight	67	59.8
<b>Total</b>	<b>112</b>	<b>100.0</b>

Data shows that 40.2% of pupils were in class seven while 59.8% of pupils were in class eight. Thus they had been in the school for considerable number of years and hence were aware of the influence of armed conflict on pupils performance of KCPE.

When asked to indicate their gender, pupils responded as illustrated in Table 4.7

**Table 4.7 Distribution of pupils according to gender**

<b>Gender</b>	<b>F</b>	<b>%</b>
Boy	61	54.5
Girl	51	45.5
<b>Total</b>	<b>112</b>	<b>100.0</b>

Data shows that 54.5% of pupils were boys while 45.5% of pupils were girls. This shows fair distribution of gender of the pupils in the study.

When asked to indicate their age, pupils responded as indicated in Table 4.8

**Table 4.8 Distribution of pupils according to age**

<b>Years</b>	<b>F</b>	<b>%</b>
12 years	1	0.9
13 years	10	8.9
14 years	32	28.6
15 years	42	37.5
16 years	16	14.3
17 years	6	5.4
18 years	4	3.6
21 years	1	0.9
<b>Total</b>	<b>112</b>	<b>100.0</b>

Table 4.8 shows that 0.9% of pupils were aged 12 years, the same number of pupils were aged 21 years. The study also shows that 8.9% of pupils were aged 13 years, 28.6% of pupils were aged 14 years, 37.5% of pupils were aged 15 years, 14.3% of pupils were aged 16 years while 3.6% of pupils were aged 18 years. This shows that class seven and eight pupils in the area of study were in the age bracket of between 12 and 21 years.

#### **4.4 Effects of displacement of families in conflict prone areas on pupils KCPE performance**

The purpose of this study was to establish the influence of armed conflict on pupils performance of KCPE in Mandera North Sub-County. Specifically, the study sought to establish the effects of displacement of families during conflict on pupils' performance of KCPE in public primary schools. Data is presented in the following section:

Asked to indicate whether displaced children lack support provided by educational structures, head teachers responded as indicated in Table 4.9

**Table 4.9 Headteachers responses on whether displaced children lack support provided by educational structures**

<b>Response</b>	<b>F</b>	<b>%</b>
Strongly agree	5	62.5
Agree	3	37.5
<b>Total</b>	<b>8</b>	<b>100.0</b>

The study of headteachers' indicate that displacement of families during conflict had an effect on pupils performance in KCPE. Majority 62.5% of head teachers strongly agreed that displaced children lack support provided by educational structures while 37.5% of head teachers agreed with the statement. This was because during conflicts, teachers, pupils and staff were often targeted by violent attacks.

Table 4.10 illustrates headteachers' responses on whether displaced children travel great distances towards schools

**Table 4.10 Headteachers' responses on whether displaced children travel great distances towards schools**

<b>Response</b>	<b>F</b>	<b>%</b>
Strongly agree	4	50.0
Agree	4	50.0
<b>Total</b>	<b>8</b>	<b>100.0</b>

Table 4.10 shows that 50.0% of head teachers strongly agreed that displaced children travel great distances towards schools while the same number of head teachers agreed with the statement. This shows that conflict leads to displacement for children and their families.

**Table 4.11 Headteachers' responses on whether children were the most frequent victims of violence.**

<b>Response</b>	<b>F</b>	<b>%</b>
Strongly agree	3	37.5
Agree	5	62.5
<b>Total</b>	<b>8</b>	<b>100.0</b>

Majority 62.5% of headteachers agreed that children were the most frequent victims of violence while 37.5% of head teachers strongly agreed with the statement. This implies that the effects of displacement on children were particularly pronounced.

**Table 4.12 Headteachers' responses on whether displaced children in their school were given urgent need assistance and protection**

<b>Response</b>	<b>F</b>	<b>%</b>
Strongly agree	2	25.0
Agree	5	62.5
Disagree	1	12.5
<b>Total</b>	<b>8</b>	<b>100.0</b>

Data shows that majority 62.5% of head teachers agreed that displaced children in their school were given urgent need assistance and protection, 25.0% of head teachers strongly agreed with the statement while 12.5% of head teachers disagreed that displaced children in their school were given urgent need assistance and protection

**Table 4.13 Headteachers’ responses on whether displacement results from the disruption of economic and social life of the pupils**

<b>Response</b>	<b>F</b>	<b>%</b>
Strongly agree	2	25.0
Agree	6	75.0
<b>Total</b>	<b>8</b>	<b>100.0</b>

Table 4.13 shows that majority 75.0% of head teachers agreed that displacement results from the disruption of economic and social life of the pupils while 25.0% of head teachers strongly agreed with the statement. This agrees with Ferris & Winthrop, ( 2010) who indicated that displacement results from the disruption of economic and social life brought about by conflict.

When asked whether displaced children face greater poverty, head teachers responded as shown in Table 4.14

**Table 4.14 Headteachers' responses on whether displaced children face greater poverty**

<b>Response</b>	<b>F</b>	<b>%</b>
Strongly agree	6	75.0
Agree	2	25.0
<b>Total</b>	<b>8</b>	<b>100.0</b>

The majority 75.0% of head teachers strongly agreed that displaced children faced greater poverty while 25.0% of head teachers agreed with the statement. This was as a result of disruption of economic and social life of the families.

Table 4.15 illustrates pupils responses on effects of displacement of families in conflict prone areas on pupils KCPE performance

**Table 4.15 Pupils responses on effects of displacement of families in conflict prone areas on pupils KCPE performance**

Statement	Strongly agree		Agree		Undecided		Disagree	
	F	%	F	%	F	%	F	%
Displaced children lack support provided by educational structures	74	66.1	38	33.9	0	0.0	0	0.0
Displaced children travel great distances towards schools	45	40.2	65	58.0	1	0.9	1	0.9
Displaced children are the most frequent victims of violence, disease, malnutrition and death	58	51.8	52	46.4	1	0.9	1	0.9
My school give urgent need assistance and protection to displaced children	30	26.8	59	52.7	3	2.7	20	17.8
Displaced children in our school face greater poverty	71	63.4	39	34.8	1	0.9	1	0.9

Table 4.15 shows that majority 66.1% of pupils strongly agreed that displaced children lack support provided by educational structures, majority 58.0% of pupils agreed that displaced children travel great distances towards schools. Majority 51.8% of pupils strongly agreed that displaced children were the most frequent victims of violence, disease, malnutrition and death. The majority 52.7% of pupils agreed that their school gave urgent need assistance and protection to displaced children while majority 63.4% of pupils strongly agreed that displaced children in their school faced greater poverty. This agrees with UNICEF, (2009) that displacement jeopardizes children’s physical and psychosocial health, and it presents challenges to child protection especially related to sexual violence and recruitment into armed forces.



#### **4.5 Effects of teacher displacement during conflict on pupils' KCPE performance**

To establish the effects of teacher displacement during conflict on pupils' KCPE performance, the researcher posed items to the head teachers and pupils. Data is presented in the following section:

The study found out that 100.0% of head teachers indicated that displacement of teachers during conflict had an effect on pupils performance of KCPE. Asked whether teachers in their school faced threats and attacks by the community, head teachers responded as Table 4.16

**Table 4.16 Headteachers' responses on whether teachers in the school were faced threats and attacks by the community**

<b>Response</b>	<b>F</b>	<b>%</b>
Strongly agree	1	12.5
Agree	3	37.5
Disagree	3	37.5
Strongly Disagree	1	12.5
<b>Total</b>	<b>8</b>	<b>100.0</b>

Data shows that 12.5% of head teachers strongly agreed that teachers in their school were faced threats and attacks by the community, the same number of head teachers strongly disagreed with the statement. Data further shows that 37.5% of head teachers agreed that teachers in the school were faced threats and attacks by the community while the same number of head teachers disagreed with the statement. This agrees with Novelli (2008) who indicated that threats and attacks to teachers tend to take place due to their opposition to the forced recruitment of children by armed groups, their positions of leadership in the community.

When asked whether conflicts lead to death or displacement of teachers, head teachers responded as shown in Table 4.17

**Table 4.17 Headteachers’ responses on whether conflicts lead to death or displacement of teachers**

<b>Response</b>	<b>F</b>	<b>%</b>
Strongly agree	4	50.0
Agree	4	50.0
<b>Total</b>	<b>8</b>	<b>100.0</b>

Data shows that 50.0% of headteachers strongly agreed that conflicts lead to death or displacement of teachers while the same number of headteachers agreed with the statement. This agrees with Buckland, (2005) who indicated that conflict affects education in many ways. Most tragically, it results in the death or displacement of teachers.

**Table 4.18 Headteachers’ responses on effects of teacher displacement during conflict on pupils’ KCPE performance**

<b>Statement</b>	<b>Strongly agree</b>		<b>Agree</b>	
	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
Fear of physical attacks is likely to hinder the teachers ability to handle children in school	2	25.0	6	75.0
Fear of sexual violence during conflict is likely to hinder the teachers ability to handle children in school	1	12.5	7	87.5
Conflict results in decreased teachers access to school	5	62.5	3	37.5
Conflict results to increasing teacher absenteeism	6	75.0	2	25.0
The quality of education suffers due to shortages of teachers during conflicts	2	25.0	6	75.0

Table 4.18 shows that majority 75.0% of headteachers agreed that fear of physical attacks was likely to hinder the teachers ability to handle children in school and that the quality of education suffers due to shortages of teachers during conflicts, the same number of head teachers strongly agreed that conflict results to increasing teacher absenteeism. The majority 87.5% of head teachers agreed that fear of sexual violence during conflict was likely to hinder the teachers ability to handle children in school while 62.5% of head teachers strongly agreed that conflict results in decreased teachers access to school. This shows that teachers in primary schools were displaced as a result of the attacks.

Table 4.19 illustrates pupils' responses on the same items.

**Table 4.19 Pupils responses on effects of teacher displacement during conflict on pupils' KCPE performance**

Statement	Strongly agree		Agree		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%
Teachers in my schools face threats and attacks by the community	48	42.9	28	25.0	21	18.8	15	13.4
Conflicts leads to death or displacement of teachers	69	61.6	43	38.4	0	0.0	0	0.0
Fear of physical attacks is likely to hinder the teachers ability to handle us in school	71	63.4	41	36.6	0	0.0	0	0.0
Conflict results in decreased teachers access to school	60	53.6	50	44.6	2	1.8	0	0.0
Conflict results to increasing teacher absenteeism	59	52.7	50	44.6	2	1.8	1	0.9
The quality of education suffers due to shortages of teachers during conflicts	60	53.6	49	43.8	2	1.8	1	0.9

Table 4.19 shows that 42.9% of pupils strongly agreed that teachers in their schools faced threats and attacks by the community, majority 61.6% of pupils strongly agreed that conflicts leads to death or displacement of teachers. The majority 63.4% of pupils strongly agreed that fear of physical attacks was likely to hinder the teachers ability to handle pupils in school. Data further shows that majority 53.6% of pupils strongly agreed that conflicts results in decreased teachers access to school while majority 52.7% of pupils strongly agreed that conflict results to increasing teacher absenteeism. This implies

that fear of physical attacks was likely to hinder the teachers ability to handle pupils in school.

#### **4.6 Effects of school infrastructures in the area during conflict**

The study further sought to establish the effects of school infrastructures in the area during conflict affects the pupils' KCPE performance. Findings are presented in the following section:

Table 4.20 tabulates head teachers responses on whether the performance of pupils suffers due to shortages of infrastructure during conflicts

**Table 4.20 shows Headteachers responses on whether the performance of pupils suffers due to shortages of infrastructure during conflicts.**

<b>Response</b>	<b>F</b>	<b>%</b>
Strongly agree	1	12.5
Agree	7	87.5
<b>Total</b>	<b>8</b>	<b>100.0</b>

The majority 87.5% of head teachers agreed that the performance of pupils suffers due to shortages of infrastructure during conflicts while 12.5% of head teachers strongly agreed with the statement. This was because there could be restrictions on movements of building materials that would hamper reconstruction.

When asked whether conflict destroy schools and educational infrastructure, headteachers responded as illustrated in Table 4.21

**Table 4.21 Headteachers responses on whether conflict destroy schools and educational infrastructure**

<b>Response</b>	<b>F</b>	<b>%</b>
Strongly agree	5	62.5
Agree	3	37.5
<b>Total</b>	<b>8</b>	<b>100.0</b>

The majority 62.5% of head teachers strongly agreed that conflict destroy schools and educational infrastructure while 37.5% of head teachers agreed with the statement. This shows that armed conflict destroys and damage schools and educational infrastructure.

**Table 4.22 Head teachers responses on the effects of school infrastructures in the area during conflict**

Statement	Strongly agree		Agree	
	F	%	F	%
Schools are closed due to destruction of buildings	3	37.5	5	62.5
My school lack materials for reconstruction and rehabilitation after conflicts	1	12.5	7	87.5

Table 4.22 shows that majority 62.5% of head teachers agreed that schools were closed due to destruction of buildings while majority 87.5% of head teachers agreed that their school lacked materials for reconstruction and rehabilitation after conflicts. This shows that schools were explicit targets during periods of armed conflict. The lack of materials for reconstruction and rehabilitation, along with shortages of supplies, has forced thousands of students to learn in overcrowded and unsafe environments.

Table 4.23 tabulates pupils' responses on the effects of school infrastructures in the area during conflict affects the pupils' KCPE performance



**Table 4.23 Pupils responses on the effects of school infrastructures in the area during conflict**

Statement	Strongly agree		Agree		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%
The quality of education suffers due to shortages of infrastructure during conflicts	62	55.4	48	42.9	2	1.8	0	0.0
Conflict destroy and damage our schools and educational infrastructure	50	44.6	61	54.5	1	0.9	0	0.0
During conflict schools are closed	76	67.9	31	27.7	4	3.6	1	0.9
The school lack materials for reconstruction and rehabilitation after conflicts	48	42.9	38	33.9	4	3.6	22	19.7

Findings shows that majority 55.4% of pupils strongly agreed that the quality of education suffers due to shortages of infrastructure during conflicts, majority 54.5% of pupils agreed that conflict destroy and damage their schools and educational infrastructure. Majority 67.9% of pupils strongly agreed that during conflict schools were closed while 42.9% of pupils strongly agreed that their school lack materials for reconstruction and rehabilitation after conflicts. This agrees with World Bank, (2007) that deliberate destruction of education facilities is a long-standing practice in armed conflicts.

#### **4.7 Effects of destruction of sources of livelihood on provision of quality education**

To establish the effects of destruction of sources of livelihood on provision of quality education, the researcher posed items to the head teachers and pupils. Data is presented in table 4.24

**Table 4.24 Head teachers' responses on whether during conflict, household lose their sources of income**

<b>Response</b>	<b>F</b>	<b>%</b>
Strongly agree	3	37.5
Agree	5	62.5
<b>Total</b>	<b>8</b>	<b>100.0</b>

The majority 62.5% of head teachers agreed that during conflict, household lose their sources of income while 37.5% of head teachers strongly agreed with the statement. This shows that conflict had an impact on household income. .During conflict, household lose their sources on income especially when crops fail and animals die.

Table 4.25 tabulates head teachers' responses on the effects of destruction of sources of livelihood on provision of quality education

**Table 4.25 Headteachers’ responses on the effects of destruction of sources of livelihood on provision of quality education**

Statement	Strongly agree		Agree	
	F	%	F	%
Earnings from farm labour drop during conflict	3	37.5	5	62.5
Parents are not able to pay school fees for their children during conflicts	3	37.5	5	62.5
Conflicts affect the well-being of my communities	1	12.5	7	87.5
Displaced families are not able to provide for their children education	5	62.5	3	37.5
Income uncertainty affect the performance of children’s education	2	25.0	6	75.0

Table 4.25 shows that majority 62.5% of head teachers agreed that earnings from farm labour dropped during conflict and that parents were not able to pay school fees for their children during conflicts. The same number of head teachers strongly agreed that displaced families were not able to provide for their children education. Majority 87.5% of head teachers agreed that conflicts affect the well-being of their communities while 75.0% of head teachers agreed that income uncertainty affect the performance of children’s education. This agrees with Blum (2005) who revealed that during conflict, earnings from farm labour dropped substantially, due to the reduced labour demand. Household who depend on hired labour in farms do not get such income and hence were not able to provide for their families.

**Table 4.26 Results From Observation Checklist**

Statement	Adequate		Good		Inadequate	
	F	%	F	%	F	%
Number of the teachers	2	25.0	0	0.0	6	75.0
Maintenance and repair of damaged facilities	1	12.5	5	62.5	2	25.0
Teacher pupil interaction	1	12.5	5	62.5	2	25.0
Text books	0	0.0	0	0.0	8	100.0
Documents analysis i.e register, scheme of work, lesson plan and progress records.	1	12.5	5	62.5	2	25.0

Table 4.26 shows that majority 75.0% of schools had inadequate number of teachers, majority 62.5% of schools had good maintenance and repair of damaged facilities, good teacher pupil interaction and they also had good documents analysis e.e register scheme of work, lesson plan and progress records. The study also shows that 100.0% of schools had inadequate text books. It was also found out that majority 87.5% of schools had no armed children

**Table 4.27 Responses on class attendance**

<b>Statement</b>	<b>Very good</b>		<b>Good</b>		<b>Fair</b>	
	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
Teacher ability to handle displaced children	1	12.5	6	75.0	1	12.5
Level of class attendance	0	0.0	7	87.5	1	12.5

It was found out that majority 75.0% of schools had good teacher ability to handle displaced children while majority 87.5% of schools had good level of class attendance. It was also found out that education officials visited schools termly.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter summarizes the study, discusses the findings of the study and presents conclusions, recommendations and provides suggestions for further research.

#### **5.2 Summary of the study**

The purpose of the study was to establish the influence of armed conflict on pupils performance of KCPE in Mandera North Sub-County. The study was guided by the four objectives. Research objective one sought to establish the effects of displacement of families during conflict on pupils performance of KCPE in public primary schools, research objective two sought to establish the effects of teacher student ratio during conflict on pupils performance of KCPE in public primary schools, research objective three sought to determine how destruction of school infrastructure in the area of conflict affects the pupils performance of KCPE in public primary schools while research objective four sought to examine the effects of destruction of source of livelihood on pupils performance of KCPE in public primary schools. Descriptive survey design was used as it was appropriate to enable the researcher to gather information concerning the influence of armed conflict on pupils performance of KCPE. The study sampled 8 head teachers and 112 pupils

### **5.3 Summary of findings**

The study found out that displaced children lacked support provided by educational structures as indicated by majority (62.5%) of head teachers. Majority (62.5%) of head teachers agreed that children were the most frequent victims of violence. The study also found out that displaced children in the school were given urgent need assistance and protection as indicated by majority (62.5%) of head teachers. Majority (75.0%) of head teachers agreed that displacement results from the disruption of economic and social life of the pupils. Majority (75.0%) of headteachers strongly agreed that displaced children faced greater poverty. It was also found out that majority (66.1%) of pupils strongly agreed that displaced children lack support provided by educational structures, majority (58.0%) of pupils agreed that displaced children travel great distances towards schools. The study also found out that majority (51.8%) of pupils strongly agreed that displaced children were the most frequent victims of violence, disease, malnutrition and death.

Findings on the effects of teacher displacement during conflict on pupils' KCPE performance, revealed that displacement of teachers during conflict had an effect on pupils performance of KCPE as indicated by 100.0% of headteachers. Majority (75.0%) of headteachers agreed that fear of physical attacks was likely to hinder the teachers ability to handle children in school and that the quality of education suffers due to shortages of teachers during conflicts. Majority (87.5%) of head teachers agreed that fear of sexual violence during conflict was likely to hinder the teachers ability to handle children in school. This shows that teachers in primary schools were displaced as a result of the attacks.

The study also found out that performance of pupils suffers due to shortages of infrastructure during conflicts as indicated by majority (87.5%) of headteachers. Majority (62.5%) of headteachers strongly agreed that conflict destroy schools and educational infrastructure. Majority (55.4%) of pupils strongly agreed that the quality of education suffers due to shortages of infrastructure during conflicts. It was also found out that majority (54.5%) of pupils agreed that conflict destroy and damage their schools and educational infrastructure. Majority (67.9%) of pupils strongly agreed that during conflict schools were closed while (42.9%) of pupils strongly agreed that their school lacked materials for reconstruction and rehabilitation after conflicts.

Findings on the effects of destruction of sources of livelihood on provision of quality education found out that during conflict household lose their sources of income as indicated by majority (62.5%) of headteachers. Majority (62.5%) of headteachers agreed that earnings from farm labour drop during conflict and that parents were not able to pay school fees for their children during conflicts. Majority (87.5%) of headteachers agreed that conflicts affect the well-being of my communities.

#### **5.4 Conclusions**

Based on the study findings, the study concluded that displaced children lacked support provided by educational structures. It was also concluded that children were the most frequent victims of violence. The study also concluded that displaced children in the school were given urgent need assistance and protection. The researcher further concluded that displaced children faced greater poverty and that displaced children lack support provided by educational structures. It was also concluded that displaced children



travelled great distances towards schools and there were the most frequent victims of violence, disease, malnutrition and death. The study also concluded that displacement of teachers during conflict had an effect on pupils performance of KCPE. Fear of physical attacks was likely to hinder the teachers ability to handle children in school and that the quality of education suffers due to shortages of teachers during conflict. The study also concluded that performance of pupils suffers due to shortages of infrastructure during conflicts and that conflict destroy schools and educational infrastructure. The study concluded that household lose their sources of income and that earnings from farm labour drop during conflict and that parents were not able to pay school fees for their children during conflicts.

## **5.5 Recommendations**

Based on the findings and conclusion made above, the study makes the following recommendations:

- i. Ministry of Education to identify how armed conflict affects education and find ways of addressing the issues.
- ii. School administration to create awareness on the importance of maintenance of peace which has an impact on provision of quality education.
- iii. The Board of Management (BOM) to bring harmony in the community, hence reducing the effects of armed conflict on education.

- iv. Community affected by armed conflict in Mandera North Sub-County should be helped by both the National and County government to construct houses and schools, provide a caring environment for abused children and providing families with basic needs. The government should consider sponsoring a school feeding programme to encourage those deprived to continue attending school and ensure that the perpetrators of armed conflict are arrested and prosecuted.

### **5.6 Suggestions for Further Research**

Based on findings and the scope of this study, the researcher recommends further study to be carried out in the following research areas:

- I. The study suggest that the same research should be carried out in other neighboring Sub-Counties to establish whether primary schools in arid and semi-arid regions face the same challenges for armed conflict. This will enable the government to come up with long term solution to problems affecting pupils performance in KCPE across the board.
- II. A study on factors other than armed conflict that affect the performance of KCPE in Mandera North Sub-County.

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## APPENDICES

### APPENDIX I: LETTER OF INTRODUCTION

Abdikadir Abdullahi  
University of Nairobi  
Department of  
Educational Admin &  
Planning  
P.O BOX 30197,  
Nairobi.

The Headteacher

\_\_\_\_\_ Primary school

Dear Sir / Madam,

#### **RE: REQUEST TO CARRY OUT RESEARCH IN YOUR SCHOOL**

I am a master's student at University of Nairobi carrying out a study on "**Influence of armed conflict on pupils performance of KCPE in Mandera North Sub-County**". .

Your school has been selected as one of the few for the purpose of undertaking the study.

I am hereby kindly requesting you to give your honest responses to the questionnaire items attached to this letter. Your response will be accepted. There is no wrong or right answer. Your identity will be treated with confidentiality and the information used strictly for the academic purposes. Thank you in advance for the anticipated cooperation.

Yours faithfully,

Abdikadir Abdullahi Ahmed.



**APPENDIX II**  
**QUESTIONNAIRE FOR HEADTEACHERS**

This questionnaire is designed to gather information on the influence of armed conflict on pupils performance of KCPE in Mandera North Sub-County. You are kindly requested to tick (✓) the appropriate response or respond as indicated. Do not put your name or any other form of identification. Your identity will be confidential and the information will only be used for the purpose of this study. Please respond to all items.

**PART A: Demographic Information**

Indicate the correct option by inserting a tick (✓) in appropriate box provided

1. Gender: Female  Male
2. Age: Below 24yrs  26 – 30 yrs  31 – 35 yrs   
36 – 40 yrs  41 – 45 yrs  46 – 50 yrs   
51 and above
3. Kindly indicate your highest academic/professional qualification.  
B.Ed  Diploma in Education   
M.Ed  P1  Others, (specify) \_\_\_\_\_
4. Indicate your teaching experience in years  
Below 1 yr  2 – 5 yrs  6 – 10 yrs  11-15yrs   
 16-20yrs  >20yrs
5. How long have you been a Headteacher in this school?  
1 – 5 years [ ] 6 – 10 years [ ]  
11 – 15 years [ ] 16 – 20 years [ ]  
21 – 25 years [ ] 26 years and above [ ]

**Section B: Effects of displacement of families in conflict prone areas on pupils**

**KCPE performance**

6. Does displacement of families during conflict have any effect on pupils performance in KCPE?

Yes [ ] No [ ]

7. Statements below are related to displacement of families in conflict prone areas. Please tick appropriately.

Key

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

SD = Strongly Disagree

<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
Displaced children lack support provided by educational structures					
Displaced children travel great distances towards schools					
Children are the most frequent victims of violence					
Displaced children in my school are given urgent need assistance and protection.					
Displacement results from the disruption of economic and social life of the pupils					
Displaced children face greater poverty					

**Section C Effects of teacher displacement during conflict on pupils' KCPE performance**

8. Does displacement of teachers during conflict have any effect on pupils performance of KCPE?

Yes [ ] No [ ]

9. Statements below are related to displacement of teachers during conflict. Please tick appropriately.

Key

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

SD = Strongly Disagree

Statement	SA	A	U	D	SD
Teachers in my school faced threats and attacks by the community					
Conflicts lead to death or displacement of teachers					
Fear of physical attacks is likely to hinder the teachers ability to handle children in school					
Fear of sexual violence during conflict is likely to hinder the teachers ability to handle children in school					
Conflict results in decreased teachers access to school					
conflict results to increasing teacher absenteeism					
The quality of education suffers due to shortages of teachers during conflicts					

**Section D Effects of school infrastructures in the area during conflict affects the pupils' KCPE performance**

10. Statements below are related to school infrastructure in the area of conflict. Please tick appropriately.

Key

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

SD = Strongly Disagree

Statement	SA	A	U	D	SD
The performance of pupils suffers due to shortages of infrastructure during conflicts					
Conflict destroy schools and educational infrastructure					
Schools are closed, due to destruction of buildings					
My school lack materials for reconstruction and rehabilitation after conflicts					

**Section E Effects of destruction of sources of livelihood on provision of quality education**

11. Statements below are related to destruction of source of livelihood in the area during conflict. Please tick appropriately.

Key

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

SD = Strongly Disagree

<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
During conflict, household lose their sources of income					
Earnings from farm labour drop during conflict,					
Parents are not able to pay school fees for their children during conflicts					
Conflicts affect the well-being of my communities					
Displaced families are not able to provide for their children education.					
Income uncertainty affect the performance of children's education.					

*Thank you for your cooperation*

### APPENDIX III

#### QUESTIONNAIRE FOR THE PUPILS

This questionnaire is designed to gather information on the influence of armed conflict on pupils performance of KCPE in Mandera North Sub-County. You are kindly requested to tick (✓) the appropriate response or respond as indicated. Your identity will remain confidential and the information you provide will only be used for the purpose of this study. Please respond to all items.

1. What is your class:

Class Seven [      ]      Class Six [      ]

2. Are you a boy or a girl?      Boy [      ]      Girl [      ]

3. How old are you? \_\_\_\_\_

#### **Section B: Effects of displacement of families during conflict on pupils' KCPE performance**

4. Statements below are related to displacement of families during conflict. Please tick appropriately.

Key

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

SD = Strongly Disagree

<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
Displaced children lack support provided by educational structures					
Displaced children travel great distances towards schools					
Displaced children are the most frequent victims of violence, disease, malnutrition and death					
My school give urgent need assistance and protection to displaced children					
Displaced children in our school face greater poverty					

**Section C: Effects of teacher displacement during conflict on pupils' KCPE performance**

5. Statements below are related to displacement of teachers during conflict. Please tick appropriately.

Key

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

SD = Strongly Disagree

<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
Teachers in my schools face threats and attacks by the community					
Conflicts leads to death or displacement of teachers					
Fear of physical attacks is likely to hinder the teachers ability to handle us in school					
Conflict results in decreased teachers access to school					
Conflict results to increasing teacher absenteeism					
The quality of education suffers due to shortages of teachers during conflicts					

**Section D Effects of school infrastructures in the area during conflict affects pupils’**

**KCPE performance**

6. Statements below are related to school infrastructure in the area during conflict. Please tick appropriately.

Key

SA = Strongly Agrees      A=    Agree    U= Undecided      D = Disagree

SD = Strongly Disagree



<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
The quality of education suffers due to shortages of infrastructure during conflicts					
Conflict destroy and damage our schools and educational infrastructure					
During conflict schools are closed					
The school lack materials for reconstruction and rehabilitation after conflicts					

*Thank you for your cooperation*

**APPENDIX IV**

**OBSERVATION SCHEDULE**

1. Name of school \_\_\_\_\_

2. Division/ Zone \_\_\_\_\_

<b>S/NO</b>	<b>Item</b>	<b>Comment</b>
3	Classrooms	
4	Number of teachers	
5	Maintenance and repairs on damaged facilities	
6	Armed children	
7	Teacher pupil interaction	
8	Text books	
9	Document analysis eg, register, scheme of work, lesson plan and progress record	

10. Teacher ability to handle displaced children

Very Good [ ] Good [ ] Fair [ ] Poor [ ]

11. Level of class attendance\

Very Good [ ] Good [ ] Fair [ ] Poor [ ]

12. Number of visits by Education Officials annually \_\_\_\_\_



## APPENDIX VI



### 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

Ref. No.

**NACOSTI/P/15/3428/6414**

Abdikadir Abdullahi Ahmed  
University of Nairobi  
P.O. Box 30197-00100  
NAIROBI.

#### RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of armed conflict on pupils performance in Kenya Certificate of Primary education in Mandera North Sub-County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Mandera County** for a period ending **31<sup>st</sup> August, 2015**.

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

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

  
**DR. S. K. LANGAT, OGW**  
**FOR: DIRECTOR GENERAL/CEO**

Copy to:

The County Commissioner  
Mandera County.

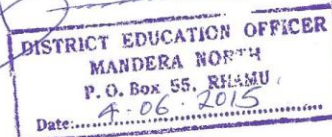
The County Director of Education  
Mandera County.

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



Date:

27<sup>th</sup> May, 2015



## APPENDIX VII

### MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY STATE DEPARTMENT OF EDUCATION

Telegram: "Education Mandera North"  
Telephone:  
Fax:  
When replying please quote




Sub-county Education Officer  
Mandera North  
P. O. BOX 55, 70302  
Rhamu  
4/6/2015

**TO**  
**All Head teachers**  
**Public primary schools**  
**Mandera North sub County.**

**RE: INTRODUCTORY LETTER-ABDIKADIR ABDULLAHI AHMED**

Mr. Abdikadir A. Ahmed is a student from Nairobi university who is persuing an M.Ed degree course. He is carrying out research on " Influence of Armed conflict on pupils performance in Kenya certificate of primary Education in Mandera North Sub-County, Kenya"

This is to ask you to allow him collect data from your school.

  
**SAID A. BARICHA**  
**DISTRICT EDUCATION OFFICER**  
**MANDERA NORTH SUB-COUNTY**