

**INFLUENCE OF ETHNIC CONFLICTS ON LEARNERS'
ACCESS TO EDUCATION IN PUBLIC PRIMARY SCHOOLS
AT SIGOWET SUB-COUNTY OF KERICHO COUNTY-
KENYA.**

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**A Research Project Report Submitted in Partial Fulfillment of the Requirements for
the Award of Master of Arts Degree in Peace Education of the University of Nairobi**

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DECLARATION

This Research Project Report is my original work and has not been submitted for a degree or any other award in any other university.

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This Research Project Report has been submitted for examination with my approval as the University Supervisor.

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DEDICATION

This Research Project Report is dedicated first to my mother, Rose Waithera Kamau who taught me from the onset that the best kind of knowledge is that which is learned for its own sake. Besides, it is also dedicated to my other family members for their financial and moral support and encouragement that enabled me write this report to its successful completion. I therefore take this earliest opportunity to thank them all.

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LIST OF ABBREVIATIONS AND ACRONYMS

- FGD** - Focus Group Discussions.
- FPE** - Free Primary education.
- IDP** - Internally Displaced Persons.
- IISD** - International Institute for Sustainable Development.
- KCPE** - Kenya Certificate of Primary Education.
- KHRC** - Kenya Human Rights Commission.
- KICD** - Kenya Institute of Curriculum Development.
- KNBS** - Kenya National Bureau of Statistics.
- KPR** - Kenya Police Reservist.
- MoEST** - Ministry of Education Science and Technology.
- NGO's** - Non Governmental Organizations.
- SPSS** - Statistical Package for Social Sciences.
- UNDP** - United Nations Development Programs.
- UNESCO** - United Nations Education, Scientific and Cultural Organization.
- UNHCR** - United Nations High Commissioner for Refugees.
- UNICEF** - United Nations Children Education Fund.
- WB** - World Bank.

ABSTRACT

Over a period of three decades, perennial ethnic based attacks have been experienced in Sigowet Sub County that have affected the people living in the area. Focusing on loss of breadwinners, displacement of parents and teachers, property destruction and how provision of security influences learners' access to public primary education. The study used descriptive survey research design due to its ability to collect data in a systematic way. The target population comprised of classes 7 and 8 pupils, head-teachers, teacher counselors, educational officers, and parents. Cluster sampling was utilized to sample those who participated in the study whereby the Sub-County was divided into zones as defined by the Ministry of Education. Quantitative data was collected through the use of a questionnaire and data analyzed using SPSS computer software version 20. Descriptive statistics were used to calculate frequencies and percentages while inferential statistics were used to establish cross-tabulation of data. Analyzed data was presented in forms of tables. Qualitative data was collected through the use of interview guide analyzing it thematically and presented in form of narratives. The study found out that loss of family breadwinners, displacements of parents and teachers, destruction of property and lack of security influence negatively learners' access to primary education in the sub-county. The study established that it was the responsibility of the central government through the Ministry of Internal Security, the county government, local political leaders, stakeholders, area chiefs and their assistants to ensure there is a long-lasting peaceful coexistence and security amongst the communities living along the borders of Sigowet sub-county. The findings of this study are expected to bring an understanding on how ethnic conflicts influence learners' access to primary education whereby school administrators and board of managements are expected to use the findings of this study to create awareness on effects of ethnic conflicts on learners' access to education and the importance of maintaining sustainable peace in the society which will enhance provision of quality education in schools. The study recommends that further research be done on the psychological impact of ethnic animosity on pupils and teachers in Sigowet sub-county and suggests that a similar study be replicated focusing on other areas in Kenya that are prone to ethnic animosity

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Ethnic conflict is one of the major threats to international peace and security, Conflicts in the Balkans Rwanda Chechnya Iraq Indonesia SriLanka India and Darfur as well as in Israel The West Bank and the Gaza Strip are among the best-known and deadliest examples from the late 20th century and early 21st century. The destabilization of provinces states and in some cases even whole regions is a common consequence of ethnic conflict. Ethnic conflicts are often accompanied by gross human rights violations, such as genocide and crimes against humanity and by economic decline state failure environmental problems and refugee flows. Violent ethnic conflict leads to tremendous human suffering.

According to United Nations Education Scientific and Cultural Organization, UNESCO (2003) education is critical for all children but it is especially urgent for the tens of millions of children affected by emergencies, be they man-made or natural disasters. Yet, for millions of children affected by disaster and crisis, the right to education remains an unfulfilled promise: Approximately 75 million children are out of school worldwide more than half of these children are living in conflict-affected states. Millions more are living in situations affected by natural disasters. The world faces a shortfall of 18 million primary school teachers in the coming decade and the areas most in need of education personnel are countries affected by emergencies and disasters. In particular, conflicts have a devastating effect on children, pupils, teachers and the overall education system (Buckland, 2005). Every child has a right to education as recognized in the Education for All declaration that says that all children in difficult situations should have access to free and compulsory quality education (UNESCO, 2015). Conflict disrupts the education of children through damages to school

property, absence of teachers and general fears of insecurity (Reisman and Janke, 2015). As a result, affecting aspects such as student enrollment levels which is largely due to lack of access by to the schools, teacher turnout and the education quality. There is a lack of a safe and peaceful environment which fosters quality education. Consequently, sustainable peace is but a mirage in conflict prone areas.

Ethnic conflicts persists in various parts of the world such as Africa and the Middle East. In Africa, ethnic conflicts has been experienced since the colonial period (Onyemelukwe-Waziri, 2017). Majhanovich and Geo-JaJa, (2013) observe that ethnic conflicts in Africa is characterized by violent warfare between tribes in a bid to achieve ulterior motives that are many times self-centred. The underlying causes of conflicts can be political, social, economic and structural. In an ethnic conflict situation, people who are most severely affected are civilians. Globally, since the 1990s, 90 per cent of the conflict-related deaths have been civilians the majority of whom have been children (Otunnu, 2002). Ethnic conflict results in destruction of lives and properties and damages a society's social fabric. Conflicts also weakens the social togetherness that is found in most societies which have adverse effects on children.

According to Okoli (2014), Ethnic related conflicts is not a new phenomenon especially among pastoral communities in Africa. Traditionally, various pastoral communities used raiding as a cultural practice for restocking of herds after long periods of drought, deaths resulting from diseases, paying dowry as well as prestige and wealth among other cultural practices. However, in recent years, livestock raiding leading to ethnic conflicts has become more frequent, violent and destructive because of acquisition of arms and commercialization of the same.

Loss of human life and properties, reduction in livestock numbers, limited access to water and pasture resources, and forced migration of people, demonstrates the direct effects of ethnic conflicts. Indirectly ethnic conflicts resulting from cattle raids creates a strong perception of insecurity that could result into poor access to education in the affected regions, ineffective resource utilization, food insecurity, closure of schools and markets among others. The above factors undermine coping strategies by communities concerned, thus the inhabitants in the regions experiencing increased levels

of ethnic conflicts need the mitigation of the issue to address the specific motives behind the animosity experienced in these regions according to Ngang'a, (2012).

The education system from the colonial period was affected by the ethnic conflicts that existed which meant that unlike other parts of the world, Africa lagged behind in the access of Western education. In today's context, not much has changed. Educational goals of teaching and learning are hard to be achieved in an area which is marred by conflicts and ethnic tensions (Onyemelukwe-Waziri, 2017). The ethnic conflicts in the 1990s in Rwanda affected the education sector so much that it took a number of years to rebuild the sector in the country (Kehoe, 2016). The morale of the teachers had been greatly affected and fear had affected them so much that they could no longer go to teach. Similarly, when children are caught up in the conflict and subsequent low teacher morale, they too lose interest in education. Anxiety is an emotion that takes over the desire to get education.

Ethnic conflicts creates emergency situations that are very complex. Examining and attending to education issues becomes a fundamental issue which is difficult to address because of the costs of disruptions that are associated with the conflicts. There is an increase in out-of-school proportions. Vulnerabilities during conflict situations are frequently focused on girls. Peters (2014), notes that in Nigeria, schoolgirls are the most vulnerable in times of conflict situations. This has affected access to schools. However, during emergency situations, education is excluded from many interventions for emergency relief.

In Rwanda, before the 1994 Tutsi genocide the media was used to spread hate messages against the Tutsi and this played even a bigger role to fuel the inter-ethnic conflicts in Rwanda that claimed lives of more than 800,000 people. For instance Radio and Television Libre des Mille Collines (RTLM) opposed peace talks between President Habyarimana and the Tutsi led rebels of the Rwandan Patriotic Front (RPF) which formed the government. After the downing of the President's plane RTLM called for "final war" to "exterminate the cockroaches". During the war that followed RTLM broadcasted list of names of people to be killed and where to find them. This made the genocide worse as the media house was seen as giving specific instructions to killers on who to kill and where to find them.

The 2007/8 Kenyan post-election tribal conflicts that broke out had an ethnic intonation which has a bearing in the disruption of pupils' education and the evidence suggests that there were many children who dropped out of school while others relocated to other areas. This affected the milestones that had been afore-achieved in the education system. The quality of education also dipped. Education has the power to facilitate or reduce ethnic-based conflicts (World Bank, 2005). Quality education is a public good and a human right that each person is entitled to. Ethnic-based conflicts affects the quality of education that is provided to the children and this affects the potential of the child.

In Kericho County, ethnic conflicts have mainly been experienced along the borders of the County. In the past three decades, there have been major incidents of ethnic conflicts being experienced on the border of Kericho and Kisumu counties. The main areas that have been affected are Sigowet and Nyakach areas, and the clashes between the two communities have led to the loss of lives and properties. These conflicts have been driven by electoral tensions, boundary disputes, and cattle rustling. Ultimately, this has affected education dimension in the area (Nyongesa, Wakhungu, and Maragia, 2016a).

Based on the Daily Nation, April (2013), Sigowet in the North and Sondu-Nyakach areas contains some of the most prone regions to ethnic conflicts. In the past, more than twelve people among them police officers had lost their lives and more than ten thousand people displaced from their homes in Sigowet and Nyakach regions due to ethnic conflicts. Agro-pastoralists that include the Kipsigis to the south, southeast and southwest, the Luos to the north and the Kisii to the west inhabits the three regions. In Sigowet region, the attacks have in the past led to about ten thousand goats and about five thousand head of cattle stolen within Sigowet, Sondu and Kisii regions and their environs, © 2013 Human Rights Watch, Daily Nation (April 2013).

1.2 Statement of the Problem

Safety in education is an important aspect that should be upheld by all governments and schools. This is an observation that was made in a two-year study on violence by the UN Global led Commission on Human Security advocating for all children accessing education as a driver for the Education For All movement Mertaugh, et, al. (2009). In the year 2014, some of the areas hard hit by ethnic clashes in Sigowet Sub County in Nyanza and Rift Valley regions were Kaplelartet, Kapsitan, Tabaita and Kamolok. As a result of this conflict, dozens of people were killed and 2,816 people

displaced. Many schools were closed and children and parents displaced to safer zones according to Red Cross, (2014); Oudia, (2014); and Ondiek, et al, (2014). Adverse effects of conflict such as displacement, destruction of property, death or injury of caregivers limits their capacity to pay fees, buy learning materials and monitor academic progress thus leading to poor academic achievement of pupils.

Traumatized learners will in most cases end up performing poorly academically as is the case in most parts of Sigowet Sub County. An analysis that was done in 2014, revealed for example during the 2014 KCPE results, Tabaita Primary had a school mean score of 198 marks out of 500 and was ranked last in the whole of Sigowet/ Belgut Sub County against a previous mean score of 238 in the year 2013 (Sigowet Sub County Educational Report, 2014). Children, in particular, represent one of the most vulnerable segments of the civilian population in situations of armed ethnic conflicts. During armed ethnic conflict, children not only suffer from the direct consequences such as recruitment in the armed groups, physical injury or death but are also indirectly affected by displacement, loss of relatives, and the trauma associated with witnessing acts of violence (Justino, 2014)

Ethnic related conflicts causes major disruption of education systems leading to: closure of schools, relocation of learners to safer areas with cost implications on the government and community members, mass transfer of students and teachers to safer areas for fear of losing their lives and stagnation of community development projects in the affected areas such as road networks, health facilities and shopping centers.

The findings of this study would help the government to formulate and implement policies that would help in the mitigation of the issues related to ethnic conflicts in the region. This would also help members of the communities living along Nyakach-Sondu, Sigowet-Bisembe regions and other parts of the country practicing livestock theft to understand the effects of the practice, thus help them stop the practice.

Minimal research has been done on influence of learner's access to education during ethnic conflicts. It is on this basis that the researcher attempted to find out the influence of ethnic related conflicts on access to primary school education in relation to loss of breadwinners, displacement of parents and teachers, provision of security and destruction of property in primary schools of Sigowet Sub County.

1.3 Purpose of the Study

The purpose of this study was to establish the influence of ethnic conflicts on learners' access to public primary education in Sigowet Sub County, Kericho county.

1.4 Research Objectives

The study sought to achieve the following objectives;

- 1) To establish the extent to which loss of breadwinners influences access to education in public primary schools in Sigowet Sub-county, Kerich County;
- 2) To examine how displacement of parents and teachers influences learners' access to education in public primary schools in Sigowet Sub County, Kericho County;
- 3) To asses the extent to which provision of security influences learners' access to education in public primary schools in Sigowet Sub County, Kericho County;
- 4) To establish the extent to which destruction of property influences learners' access to education in public primary schools in Sigowet Sub County, Kericho County.

1.5 Research Questions

The study sought to answer the following research questions;

- 1) To what extent does loss of breadwinners influence learners' access to education in public primary schools in Sigowet Sub County, Kericho County?
- 2) How does displacement of parents and teachers influence learners' access to education in public primary schools in Sigowet Sub County, Kericho County?
- 3) To what extent does provision of security influence learners' access to education in public primary schools in Sigowet Sub County, Kericho County?
- 4) How does destruction of property influence learners' access to education in public primary schools in Sigowet Sub County, Kericho County?

1.6 Significance of the Study

This study focused on the influence of ethnic related conflicts on educational access in Sigowet Sub County, Kericho County. The findings of this study are expected to bring an understanding of how ethnic conflicts influence learners' access to primary education. The study hopes to open up discourse to ensure that education is not given low premium during the resolution of

ethnic violence. School administrators and board of managements can use the findings of this study to create awareness on ethnic conflicts and the importance of maintaining sustainable peace in the society as well as provision of quality education. The findings of this study are aimed at helping the Ministry of Education to join in finding sustainable ways of solving ethnic issues that lead to ethnic animosity.

This study also provides recommendations that may be helpful to stakeholders such as the KICD and other policymakers who have the mandate to improve the academic performance of students through ensuring that they prepare training materials and policies that are aimed at educating communities on the importance of peace and the effects of ethnic violence on the children who are the future of this nation.

In addition, the study expected to be useful to parents to the extent that they will learn the importance of being active custodians of peace in their communities. This assertion is based on the fact that parents are part of the solution to ethnic clashes as their input in resisting ethnic violence is vital for lasting peace which has an impact on educational outcomes of the children. It is also hoped that pupils may benefit directly through the insights that will come out of the study since they are the ultimate focus of this investigation. More specifically, the findings of this study may form a foundation for changing policies to ensure that the education sector is given prominence in response to the effects of ethnic related conflicts.

Finally, the study is expected to contribute to scholarly inquiry into the link between ethnic conflicts and access to education. This contribution is especially important given the persistence of ethnic animosity in Kenya in general and Kisumu-Kericho border in particular.

1.7 Limitations of the Study

There were a number of limitations that were expected to affect the outcome of the study. First data was collected from a sample of pupils, teachers and community leaders of Sigowet Sub County which limited the applicability of the findings to the entire country. Secondly, the results of this study were highly dependent on the objectivity of the responses to the research instruments that were given to the respondents. This limitation was because of the sensitive nature of ethnic animosity in the region. The limitation was addressed by assuring the respondents that the study was for academic purposes and that the responses provided were upheld with utmost confidentiality.

The study was limited to Sigowet Sub-county in Kericho County only. Some respondents were unwilling to provide information for fear that the information was sensitive and confidential and

they thought it was going to be used against them. To counter this, the researcher assured the respondents that their responses were going to be treated with utmost confidentiality and were therefore not going to be used to punish the community.

Another limitation was on the nature of data collection instruments and procedures. The questionnaires which were self-structured and self-administered relied on the honesty of respondents in indicating their responses. The variables used in the study were purely attitudinal survey and thus was presumed to be subjective in nature. However, the responses were based on non-emotional attitude of the respondents which kept changing around the time structuring of collection instruments was getting completed. Besides that, it was expected that the study was likely to be carried out at a time when livestock theft practice was going to be on and it was feared that the residents were not going to be in their homes to give the information needed by the study which was never the case.

The researcher in countering this, established through investigation when all Sigowet residents were settled in their homes and that is when the study was conducted. Besides that, the respondents who were used for the study cooperated well and there was no language barrier. This was because the researcher used both English and Kiswahili depending on the level of education of the respondent. The study area contains poor and rough roads but the researcher hired a tractor that enabled him cover all the corners of the sub-county. Besides, the researcher sent questionnaires earlier to respondents in distant places and this ensured all the information the study needed was sufficiently obtained.

1.8 Delimitations of the Study

Sigowet is one of the Sub Counties of Kericho County. It lies on the geographical coordinates of 0° 28' O" North and 35°59' O" East. The sub-county shares boundaries with East Nyakach and Sondu to the north, Bisembe and Kerumbe regions to the south, Nyamira to the west and Matongo to the east. The major topographical features in the sub-county are rivers, Rift valley and the northern plateau. Kipsigis hills occur in a north -south direction and mainly consist of volcanic rocks. The hills have steep slopes dissected by gullies.

On the eastern and western parts of the hills, there are escarpments and rivers flowing down these hills and passing through very steep gorges and end up in Lake Victoria. The temperature in Sigowet varies between 25 to 30°C to the southern parts and 30 to 35°C to the northern parts. Rainfall in the sub-county occurs in two seasons and varies from 1000 mm to 1500 mm in highlands and 600 mm in lowlands. Due to the nature of the lowlands or the plains there, most of the sub-county land can be used for substantial crop production and livestock rearing. Administratively, the sub-county remains divided into 14 sub-locations with a total population of 35,125 people.

The main aim of this study was to look at the influence of ethnic related conflicts among the residents of Sigowet sub-county, in Kericho County. The reason for focusing the study on Sigowet was due to the fact that the region experienced livestock theft regularly compared to other regions. Livestock theft formed an important research area in that it had influenced the pastoral communities in a negative way in their daily economic activities in the past.

Thousands of people have in the past been displaced causing stress and untold constraints on available social amenities in the receiving regions where they migrated to a situation which brought about psychological torture amongst the migrants themselves and the residents of the regions where they settled. This has been a problem of great concern to educational planners, security providers, NGOs, and the administrative organs of the government. The research findings in this study hopes to contribute to the scholarly research that would benefit individuals, groups of people and policy makers. Besides, this study was conducted in public primary schools in Sigowet sub-County, Kericho County. The study respondents were selected community members, head teachers and pupils as they have personal and immediate information on the influence of ethnic conflicts on educational access.

1.9 Basic Assumptions of the Study

The first assumption of the study was that occurrence of ethnic based conflicts has an effect on the pupils' access to primary education. Secondly, it was assumed that the respondents were aware of the influence of ethnic conflicts on the pupils' access to primary education. The study assumed that all the sampled respondents were going to participate willingly and meaningfully and cooperate fully by providing honest responses and answers in the research questionnaires.

Besides, the study also assumed that the respondents were aware of livestock theft practices which they have in the past lived with for decades and thus were to be willing to participate in alleviating the problem so as to start coexisting with one another peacefully. These assumptions were confirmed to be so as data was collected without any problem. Further still, it was also assumed that the respondents had in the past experienced the effects of ethnic clashes in the area for many years and therefore they were expected to find the study quite informative as it tried to find a long lasting solution to a practice that had been causing them many sleepless nights. In regard to this therefore, the researcher used scholars from the community who talked to the locals well in advance, a move which made the respondents who were used for the study to participate in the study by giving the required responses which made the study successful.

1.10 Definitions of Significant Terms Used in the Study

Access Right of entry for primary school pupils to school so as to study and complete their process of education

Dropout rate Level of pupils leaving school in a given primary school at Sigowet Sub County

Conflict Refers to a struggle or a contest between people with opposing ideas, beliefs values or goals.

Physical Displacement Refers to having to move out of your residential area to another area as a result of tension brought about by conflict or war.

Influence To affect the way one thinks or behaves.

Pupil Enrollment The number of pupils who in a particular given period are admitted to a school in a given primary school at Sigowet Sub County.

Teacher Turnover The rate at which teachers are leaving school in a given primary school at Sigowet Sub County.

Insecurity Refers to the state of being subject to danger or fear of personal harm caused by constant revenge missions in search for limited resources.

Ethnic conflict is a conflict between two or more contending ethnic groups

1.11 Organization of the Study

This project report is organized into five chapters. The first chapter highlights the introduction presenting the background of the study, statement of the problem, objectives, research questions, limitations, scope and delimitations, and assumptions of the proposed study. Chapter two focuses on the literature review where theoretical framework, empirical review, conceptual framework and summary of the literature reviewed are presented. Chapter three covers the research methodology that included the research design, target population, sampling design and techniques, instrumentation, data collection methods and procedures, data analysis techniques, and ethical considerations.

The fourth chapter focuses on the analysis of data, discussions and interpretation. Specifically, the chapter presents the characteristics of study respondents on loss of breadwinners, displacement of parents and teachers, provision of security and destruction of property . Finally, chapter five discusses the summary of findings of the study; provides conclusions, as well as recommendations based on the findings and conclusions.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This literature review shall take a thematic approach so as to highlight the hypothesized link between ethnic related conflicts and pupils' access to education. The first section presents a review of theories on which the proposed study is anchored while the next section presents a discussion on loss of breadwinners, displacement of parents and teachers, provision of security and destruction of property. The chapter ends with a conceptual framework that seeks to visualize the relationship between the independent and dependent variables of the study.

2.2 Access to Primary Education

Education in Kenya has over a long period of time been of great importance. Various government regimes have put education at the pinnacle of development. Actions for provision of access to primary education has been deep-rooted in Kenya. The institution of free primary education opened the doors for all Kenyans to have access to basic primary education (Wachira, 2015). However, the ability of people to access education facilities such as schools is highly limited during times of conflicts and violence (Ishiyama and Breuning, 2011). This is because the school facilities may have been destroyed or the violence is escalated that it is physically impossible to get to the school. Additionally, there is physical displacement of families which affects access to primary school education. Families are forced to move to areas that make it difficult to get to school. This interrupts school time whereby there is a lot of lateness, absenteeism and the pupils are unable to attend classes.

Opiki and Adeleke (2015) observed that due to ethnic based conflicts, there was decreased access to school because there was threatened security for children and teachers as they travelled to school or while attending classes. This had an effect on the educational outcomes of the pupils. Further, schools are temporarily closed during violent conflict and their operations are temporarily suspended. In Pakistan, violent conflict between 2006 and 2010 led to temporary closure of schools (Education Policy and Data Center, 2010). These disproportionately affected girls' schools as one out of five girls' schools were closed. Another dimension of lack of attending classes is school dropout. Many pupils drop from school as a result of ethnic violence. In some contexts such as Nigeria

(Yakubova, 2014), pupils, and more so girls, are abducted hence they cannot attend school. Prolonged ethnic clashes can lead to hindered concentration on studies which can eventually lead to drop-outs. In highly volatile situations, pupils and teachers desert the schools altogether.

According to the Education Policy and Data Center (2010), temporary closure of schools leads to increased number of drop-outs. This is because there are no schools to attend. At the front line of ethnic violence are schools and pupils with the school's physical facilities, pupils and teachers seen as potential targets which can lead to poor retention of the pupils. Akresh and De Walque, (2008) found out that during the Rwandan genocide of 1994, pupils exposed to violence were less likely to complete schooling. Destabilized education inhibited the pupils' access to education.

While some pupils go to school after the violence, there are those who can no longer go back due to displacement and at times economic reasons (Wachira, 2015). The children also face psychological trauma, injuries and stigmatization that has profound effects on the children that can last for many years if counselling is not effectively utilized. A study by Wahu (2013) in Tana Delta district showed that due to fear of losing their lives, many people opt to move from conflict-prone areas to safer areas. This leads to transfers from the schools for both the teachers and the pupils. Moreover, students drop out due to socio-economic constraints that are attributed to ethnic violence. Rodriguez and Sanchez (2012) pointed out that drop-out during violent conflict is common and it can lead to increased rebellion in pupils.

2.2.1 Influence of Loss of breadwinners on learners' access to education

Ethnic based conflicts result into loss of family breadwinners who leave behind parentless children who find it difficult to cope up with new live. Death comes about as a result of the conflict that is part of individual's lives. However, when there is an accelerated conflict situation, loss of lives is inevitable. Davies (2003) suggests that there are no demarcated areas for human animosity to take place. It takes place in local communities, villages and towns. The majority of ethnic based casualties are women and children. Children are affected negatively and this influences their access to education in their schools. Parents may not want their children going to school because of the hostile environment that may prevail in the community and even in schools (Opiki and Adeleke, 2015).

A report by Education Policy Centre (2010) on armed conflict and education showed that conflicts affect education goals which in turn affects education systems. A comparison of nineteen countries showed that conflict brings about changes in school attendance. In peaceful areas,

attendance rates are higher than in conflict areas. The study focused on Afghanistan, Chad, Congo, Colombia, Iraq, Pakistan, Philippines, Myanmar, Somalia, Rwanda, Sudan, and Uganda. The study showed that in these countries, there was a total of 7.9 million children who were out of school as a result of losing their parents in violent conflicts and therefore were unable to access education in their abandoned schools. In areas such as Afghanistan in which the country is adversely affected by conflict, pupils rarely get to attend and access school.

A study by Shemyakina (2011) reviewed the impact of civil conflict on school enrollment in Tajikistan. The study showed a distinct difference in enrollment of students based on gender. For boys, the civil conflict had little or no effect on enrollment. However, on girls, the civil conflict had large negative effects on enrollment. In India, Roy and Singh (2016) conducted a study in Assam, to understand the impact of loss of breadwinners in violent conflicts on learners' education. Though the study focused mainly on the enrollment of the girl child, there was a revelation that ethnic based conflicts is a negative component to learners' access to education. Household income is reduced due to conflicts. Parents focused on investment in boys' education rather than girls. Agreeably, Smith and Vaux (2003), posit that conflict has led to an exclusion of girls from schooling. However, there are areas where the boys have been turned in to child soldiers which mean that they are not enrolled in schools and so, they are not continuing with their education.

Enrollment rates are affected by the closure of schools. For instance, in Pakistan, pupils were unable to enrol for their classes due to temporary closure of schools (Education policy centre, 2010). The enrollment rates were lower in these conflict areas than in peaceful areas. A case study by Opiki and Adeleke (2015) that was done in four years in Nigeria showed that in times of conflict, the rate of enrollment to schools dwindled in areas that were affected by violence while those areas that were unaffected did experience an increase in the enrollment of pupils.

In Rwanda, Akresh and De Walque (2008) examined how the Rwandan genocide of 1994 affected schooling for pupils. Through a cross-sectional study, the authors conducted household surveys and collected data before and after the genocide. The study revealed that the genocide had a strong negative impact on schooling. Also, learners' access to education rates were higher pre-genocide period compared to the post-genocide period.

In Kenya, Free Primary Education is offered. Even so, a low household income means that the orphaned children are unable to provide for their own needs and other needed materials such as training and learning materials. A study by Wachira (2015) on the influence of ethnic conflict on pupils' participation in education in public primary schools in Tigania East in Meru County showed

that sources of livelihoods are affected by ethnic conflicts and this means that parents are unable to support financially their children's education. During the violence, many businesses are affected and left literally bleeding and this affects the income of parents. In Sigowet and Nyakach Sub Counties in Kenya, interethnic conflicts that are mainly politically instigated with tensions rising due to elections and boundary disputes led to many livelihoods being destroyed leading to parents being unable to provide school fees (Nyongesa et al. 2016). This affects learners' access to education rates in the area.

2.2.2 Influence of Displacement of Families on Learner Access to Education

Ethnic Conflicts lead to displacement of families in the affected regions hence affecting learners' access to education. For those not displaced, morale on the part of teachers and pupils to attend school remains low hence affecting continuity of education amongst pupils. Teachers and pupils bear a heavy cost. According to Buckland (2005), animosity and conflicts have a lasting impact on households where families are displaced and they find it difficult to cope up in the new regions where they are received while pupils and students even long after the end of the conflicts find it difficult to go to school in their new regions where they finally settle. In Colombia, the violence led to ravaging effects on the schools whereby the teachers were not available to teach the children (Rodriguez and Sanchez, 2012).

Even in times where the teachers had not fled, there was a lack of morale to continue teaching basically because there were fears and no motivation to continue teaching. Ethnic conflicts reduces teaching personnel (Lai and Thyne, 2007). Further, the same authors argue that ethnic conflicts have an effect on the education system of a country in that, the ability of the government to provide educational services is affected and this has a motivation effect on the teachers. For instance, during the Rwandan genocide, nearly two-thirds of the teachers were killed (World Bank, 2005) and others displaced. This led to the teachers fleeing out of fear for their lives leaving education system being deserted because of the lack of trained and experienced teachers.

Ethnic animosity has an influence on the determination that individuals have. In the education sector, the teachers are not determined to teach and the students are no longer determined to attend to school hence their continued access to education become an impossibility. There is a lack of concentration because of tensions that exist on attacks in schools. Peters (2014), noted that the Boko Haram attack children while at school. This kind of tension does not give the drive to concentrate and

attend school. Those displaced find it hard to settle down and continue with normal life in the new areas they finally settle in.

The lack of morale by teachers has a spill-over effect on the pupils. The pupils are not optimistic in attending school since their teachers and parents are also not optimistic. On the other hand, teachers are not able to provide psychosocial support for the pupils who are in distress. The pupils may have low self-esteem and other emotional problems that hinder morale to attend classes. When education moves from a development initiative to be integrated into the emergency relief initiatives, then the teachers in areas that experience perennial ethnic conflicts can be trained so as to offer psychosocial support.

The aftermath of the 2007/8 post-election violence in Kenya, teachers lived in fear and were no longer motivated to continue teaching in the hard-hit conflict areas. For instance, in Nakuru, 400 teachers requested transfers from the schools they were teaching at, while students were temporarily relocated to areas that were deemed safer (Caroline, 2016). Those who are displaced and end up settling in new areas are constantly regarded as newcomers who have no say on important matters affecting them as new settlers. This as well has long lasting effects on learners access to education.

KHRC (2010) argues that livestock raiding affect the wellbeing of pastoral communities in various ways both directly and indirectly. Directly livestock theft affect the human well-being through the loss of lives and injuries, caused during the raids. In Kenya, livestock theft affects mainly the Turkana, the Samburu, the Pokot, Rendile, Tugen, Marakwet, Ilchamus and Keiyo communities. KHRC (2010) observes that livestock theft has been one of the major causes of insecurity and school drop outs in the pastoral areas in Kenya due to many years of negligence in security intervention.

The commission continues to note that even where the state has intervened, by sending its security troops, reports of gross human rights violations also reported. Cattle theft and banditry have led to the loss of many human lives and the forceful displacement of various population groups. Women, the elderly and children seem to bear the greatest brunt in these new forms of ethnic related conflicts (KHRC, 2010). Osamba (2000), notes that “wars” and conflict often leave women in situations whereby they could hardly make ends meet. Besides, the number of conflict-related deaths of 640 occurred in 2009 alone. Cattle rustling have also resulted in the death of government officials like the death of an assistant chief of Lokiriama location in Turkana County on 18 Dec 2011 and about 40 police officers pursuing cattle rustlers in Baragoi Samburu County (Daily Nation, 2013). It therefore goes without saying that, learners’ access to education is adversely affected hence the need to maintain peace at all times.

2.2.3 Destruction of Property and its influence on access to Education.

Ethnic based conflict is characterized by ethnic inclinations. Teachers are often intimidated, at times tortured and even killed (Wachira, 2015). Their houses and property worth millions of shillings are destroyed. This animosity is most especially experienced when the teachers belong to the 'wrong tribe' and is especially rampant at the Sigowet/Nyakach border which has the Kalenjin and Luo tribes that are constantly warring on ethnic connotations (Nyongesa et al., 2016b). The fear of death and also the well-being of their families, the teachers opt to leave these communities. Others request to be transferred from the volatile zones which increases teacher-pupil ratio in the affected areas, while yet others opt for early retirement, all of which ultimately affect the pupils (Shemyakina, 2011). Reduction of qualified teachers has an effect on the educational outcomes of the pupils.

In Sigowet Sub County, primary schools are sparsely populated and children have to walk long distances to access education. Education levels in the area are generally very low (Sigowet Educational Report, 2014). Violence tends to further spark access issues to the schools for both pupils and teachers leading to increased teacher turnover. The loss of qualified teachers due to ethnic conflicts affects the teacher-child ratio. Turnover of teachers affects the quality of education that is provided. The aftermath of ethnic violence is that pupils may go back to school but there may be more pupils than the teachers available leaving a huge gap in the attendance to the needs of the pupils (Wachira, 2015).

For instance, the Turkana and Pokot experienced a net loss of livestock of more than 90,000 animals due to raids between 2006 and 2009. These high numbers of animals have to remain under caution, as raided communities tend to report higher numbers in the hope of receiving higher compensations (Pike and Williams 2006). According to the Standard April 7, 2013, while some parts of Baringo County have good climatic conditions capable of subsistence and cash crop farming, it is one of the regions often hit hardest by hunger because many residents hardly prepare their farms for planting after fleeing their homes due to the cattle rustling menace.

For instance, a primary school in the rustling prone Baringo North district experienced huge losses worth more than Ksh: 4 million after suspected bandits razed the school. Bandits set the administration block, library offices and some classes a blaze at Kamwetio primary school and the raiders also burnt down 2 water tanks and 10 houses in the village adjacent to the school making the pupils to learn under trees. The suspected cattle rustlers also attacked two villages and set fourteen

houses on fire. Residents of Kagir and Barsuswa villages in Baringo North remained worried after the burning of their houses.

Though the rustlers never succeeded in driving away the livestock they had stolen, they succeeded in burning down houses, thus bringing huge losses to the inhabitants. Baringo police boss reports that the cattle raiders of late razed homesteads after stealing, a trend that worries. In 2008, cattle rustlers raided looted and destroyed twenty homesteads in and around Kaptur area of Turkana-Pokot boarder. Due to insecurity in the region, only the staff and the students remained and were under constant protection by the nearby military camp. The loss of pasture and watering points are also a source of conflicts particularly during dry periods (Standard. 2013).

A World Bank report (2005) found that during the Rwanda genocide, the teaching fraternity was severely affected with more than two-thirds of primary and secondary school teachers getting killed or being forced to flee from their schools. According to Kimani (2009), conflicts in Rift Valley of Kenya have often led to the closure of schools and displacement of pupils and teachers. For instance, during the post-election violence of 2008, teachers relocated from areas affected after loosing property worth millions of shillings and in some instances, the schools themselves became centres for internally displaced people.

The Waki Report (2008) estimated that 1,800 people were killed in that particular conflict and over half a million displaced. Needless to say, there was extensive disruption of the education sector including relocation of teachers in the conflict areas. Thus, conflicts, whether large scale or localized, has implications for the educational sector including teacher turnover. This has also been witnessed in the recent past in North Eastern region of Kenya where teachers relocated from the region in masses due to insecurity.

2.2.4 Provision of Security and its influence on access to Education

Hull (2006), notes that in a new government drive to disarm tribes blamed for ethnic related conflicts, security forces have rolled into the bush with heavy weapons and helicopters as part of the operation to ensure maximum security and restoration of peace in the regions that has revived memories of a bloody 1984 effort to disarm the Pokot. Where there is insecurity, learning in schools does not take place hence continued hindrance on learners' access to education is continuously experienced. The same view remains in the current case of disarmament of the Pokot after the worst

killings of law enforcers in a single incident at Kapedo reminiscent of the November 2012 massacre of 40 police officers in Baragoi (Hull, 2006).

The Standard dated Friday October 31, 2014 notes that officers acting on a presidential directive to mop up the region of illegal weapons are allegedly on a mission to destroy. Residents accuse them of setting a blaze homesteads, shops, schools and harassing them. Many residents have fled the area causing humanitarian crisis as the police and military operation gains momentum to flush out the bandits. The Human Rights Watch feels that the state security agents have in a number of operations conducted for various purposes, including disarmament processes, have grossly violated human rights (KHRC, 2010). However, as at the time the study took place, security agents were expected at Sigowet to carry out a disarmament exercise.

In the education system, syllabus coverage is a measure of performance that has a direct and indirect influence on both the performance of formative and summative examinations (Mbalaka, 2016). In Kenya, when the syllabus is covered on time, then, the pupils can have enough revision time and they are able to grasp better the concepts that are presented to them in preparation for their examinations. In times of ethnic conflicts, tensions dominate in both the minds of the teachers and the pupils. This intentionally or unintentionally affects communication and learning in schools.

According to Mbalaka (2016), communication helps to foster motivation and it is a space for emotional expression. With taunted minds that seem to be in a rollercoaster of emotions due to ethnic clashes and conflicts, teacher-pupil communication is affected which derails the process of syllabus coverage hence learners' access to education in general is blocked. Psycho-social issues such as fear affect communication patterns which lead to lack of concentration for the teachers as well as the students (Akresh and De Walque, 2008). Communication is often considered a pre-requisite in the achievement of organizational goals. In an educational set up, communication motivates students, teachers, and other workers in that setup. As ethnic clashes distort the communication process, teachers are in a hurry to cover the syllabus especially when the eruption of another conflict is foreseen. This leads to poor coverage of the syllabus in which the pupils do not understand their teachers.

Stress is inevitable during ethnic clashes and this can have a negative toll on the teachers and their delivery (Shemyakina, 2011). The teachers are in anguish due to the traumatic events and the disruptions from conflicts bar the teachers from achieving their intended goals in terms of syllabus coverage. Furthermore, the teachers channel their energy in dealing with the conflicts such as

ensuring that their families are safe and they do not focus on effectively covering the syllabus. The atmosphere for learning which influences the effectiveness of a school is created by the attitudes of the head teachers and the teachers (Mbalaka, 2016).

Teaching is a process that is intensely psychological which requires a teacher to maintain a classroom environment that is productive, that motivates the students and fosters a positive relationship with the students. Ethnic conflicts do not foster ethnic diversity which spills over to the learning environment. While this still remains a sensitive matter, it is common to see teachers having a negative attitude that is not of care and kindness to pupils and teachers that are of a different ethnic group. This disrupts the achievement of timely syllabus coverage and completion of other related curricular tasks. Ethnic conflicts result in displacements, injuries and even death of the teachers (Akresh and De Walque, 2008). This makes it difficult for areas with conflict to complete the syllabus in the stipulated time as compared to areas which are peaceful.

Kericho Governor said the county is bracing itself for a fierce fight against new trend of commercialized cattle rustling that has hampered security and scaring away investors. Cartels are funding and organizing cattle raids in various villages along Sigowet, Tabaita and along county border where stolen cows and goats are ferried to various slaughterhouses in the county, Nakuru, Eldoret, Nyahururu and Nairobi. The cartels include powerful people and businesspersons from the vast county and the neighboring counties who have connections with the police and other security agents © 2013 Human Rights Watch, Daily Nation (June 7, 2013).

Eaton (2008), states that unscrupulous businesspersons or politicians aid raiders to sell stolen cattle rapidly and then use the money to pay for new recruits, acquire new weapons or move to a rapidly growing array of status symbol like designer clothes. The opening up of commercial markets for cattle allows herders to sell raided cattle immediately instead of maintaining a large stolen herd, thus increasing the incidents of cattle rustling in pastoralist communities. The proliferation of small arms and light weapons (SALWs) among pastoral communities is a major factor fuelling conflict in Northern Kenya as well as cattle rustling. For instance, in the Northern part of Kenya cattle rustling continues to be one of the violent practices among pastoralist communities due to the availability of SALWs (Eaton, 2008). Care need to be exercised so that the same is not witnessed in Sigowet region.

2.3 Theoretical Framework

The section presents the theories that guided the study namely constructivist and primordialist theories of ethnic construction. It also discusses how the two theories inform the study.

2.3.1 Constructivist theory of ethnicity

The first theory on which this study is anchored is the constructivist theory of ethnicity, which recognizes that ethnic identity is a socially constructed aspect (Williams, 2015). This theory focuses on a number of sources that bring about ethnic divisions which result in violence. Constructivism holds that language, symbols, history and culture are the driving force for ethnic divisions. This way of thinking builds assumptions by political scientists, economists, public publicists and media analysts on problems that stem from ethnic diversity (Chandra, 2012).

From a theoretical standpoint, the conventional conceptualization of ethnicity ranges from primordialism and instrumentalism (Yeros, 2016). While there is no refutation from the constructivists, still, the concept of 'imagined' ethnicity holds firm. Ethnic identities can be activated in private or public life. In public, the identities can be institutionalized or not. Non-institutionalized identities, according to Chandra (2012), lead to violence and protests. In a broad perspective, constructivism means that facts that are seen to be natural are a product of attempts by human beings to create and interpret the facts.

The constructivist theory postulates that ethnic identity is a fluid entity that is formed through various ways such as immigration and conquests. There is no singularity or immovability in ethnic identity (Chandra, 2012). What is thought of today as an ethnic identity may change in the future. This originates from dynamic processes that are social, economic and political. Individuals change their ethnic identities and often redefine them on a large or small scale which brings about changes in the identities of the whole population (Chandra, 2012). This is also experienced in interethnic interactions changes. These changes are general and interconnected. Interactions influence how ethnic groups interact thus causing hostility. This explains how ethnic identities are politicized and create a conducive environment for violence to take place. Additionally, ethnic violence is produced by socio-economic and political interactions (Chandra, 2012).

Ethnic divisions are driven by political and economic phenomena that have the ability to threaten stable democracy (Williams, 2015). Political processes include elections and political competition cycles. Economic processes include urbanization and industrialization which have an

effect on economic growth. Education is deemed as a building block and foundation for economic growth. Disruptions in the education process have multiple negative results on the economic growth of a given state. Constructivism, therefore, helps to comprehend the complexities that are involved in ethnic violence and their influence on educational outcomes.

2.3.2 Primordial's Theory

Primordialism as a concept emerged was articulated by Shils in 1957 who explained that communities are defined by their inclusivity and sense of solidarity (Ichijo & Uzelac, 2005). Primordialism is a concept that has been used over time to explain a nation as 'a naturally occurring social grouping, often marked by cultural features such as a shared language, a single religion, shared customs and traditions and shared history' (Ichijo & Uzelac, 2005).

According to Koenig & Guchteneire (2007), tribal violence is unavoidable in states that have ethnic groups. This is explained in terms of the fact that members are attached to groups based on their tribe and may consequently have negative feelings towards other ethnicities. Violence emanates from these groups' bid to express their feelings, compete for limited resources (Ichijo & Uzelac, 2005).

Therefore, it is in primordialism belief that ethnic conflict essentially spirals from differences in ethnic identities. By putting emphasis on the differences in ethnic identities as the foundational basis of inter-ethnic hatreds, fear land conflicts, primordialists suggest that ethnically heterogeneous societies will unavoidably experience ethnic conflicts. The theory further argues that apart from identity issues inter ethnic conflicts can result from social and political change or identity crisis propelled by political or historical transformations of the society. The social dynamic in Sigowet subcounty is based on the differences in ethnic and cultures inherent in the Kipsigis community who are the major inhabitant of the area, which can explain the reasons for the current conflicts in the area. The primordialism theory in this regard helped the researcher to understand the dynamics involved in the area and how these dynamics make it difficult to for various factors including local community members to find a lasting solution to the ethnic conflict.

2.4 Conceptual Framework

A conceptual framework is a visual presentation of the relationship between the independent variables on one hand and the dependent variable on the other. It help in summarizing these relations in a simple and visually comprehensible way as offer a critical guide to the construction of research

instruments. As shown in Figure 1.1, this study's dependent variable was access to education which is influenced by ethnic violence. Ethnic violence has led to the loss of lives, transfer of teachers, destruction of school's physical facilities and loss of livelihoods for the people leading to low enrollment to school. The violence affects pupils' access to education as reflected by loss of lives, displacement of parents and teachers, provision of security and destruction of property which are the independent variables. The intervening variable for the study was government response.

It is important to note from the Conceptual framework given below that, when children lose their loved ones especially their parents who are family breadwinners, they are left desperate and unable to continue with their education. They lead a very difficult life whereby some of them end up dropping out of school and in the case of girls, majority of them engage in sexual activities that end up in early pregnancies. Ethnic conflicts lead to destruction of property which leads to low family income that end up in high rise of poverty index in the affected regions.

When families are displaced, it takes them time to settle down and continue with their normal lives in the new regions where they are received. Displacement of families lead to the stressing of social amenities in the new regions where they finally settle down. They are regarded as new comers who have no say when it comes to making major decisions touching on their lives. This leads to low self esteem which end up affecting the lives of the concerned persons for the rest of their lives. It is of utmost importance for the central government to ensure there is high maintenance of peace and also initiation of projects in order for meaningful socio-economic development to be realized. Children need education if they are to live meaningful lives in future. It is believed that individual development is begged on one's level of education.

Independent Variables

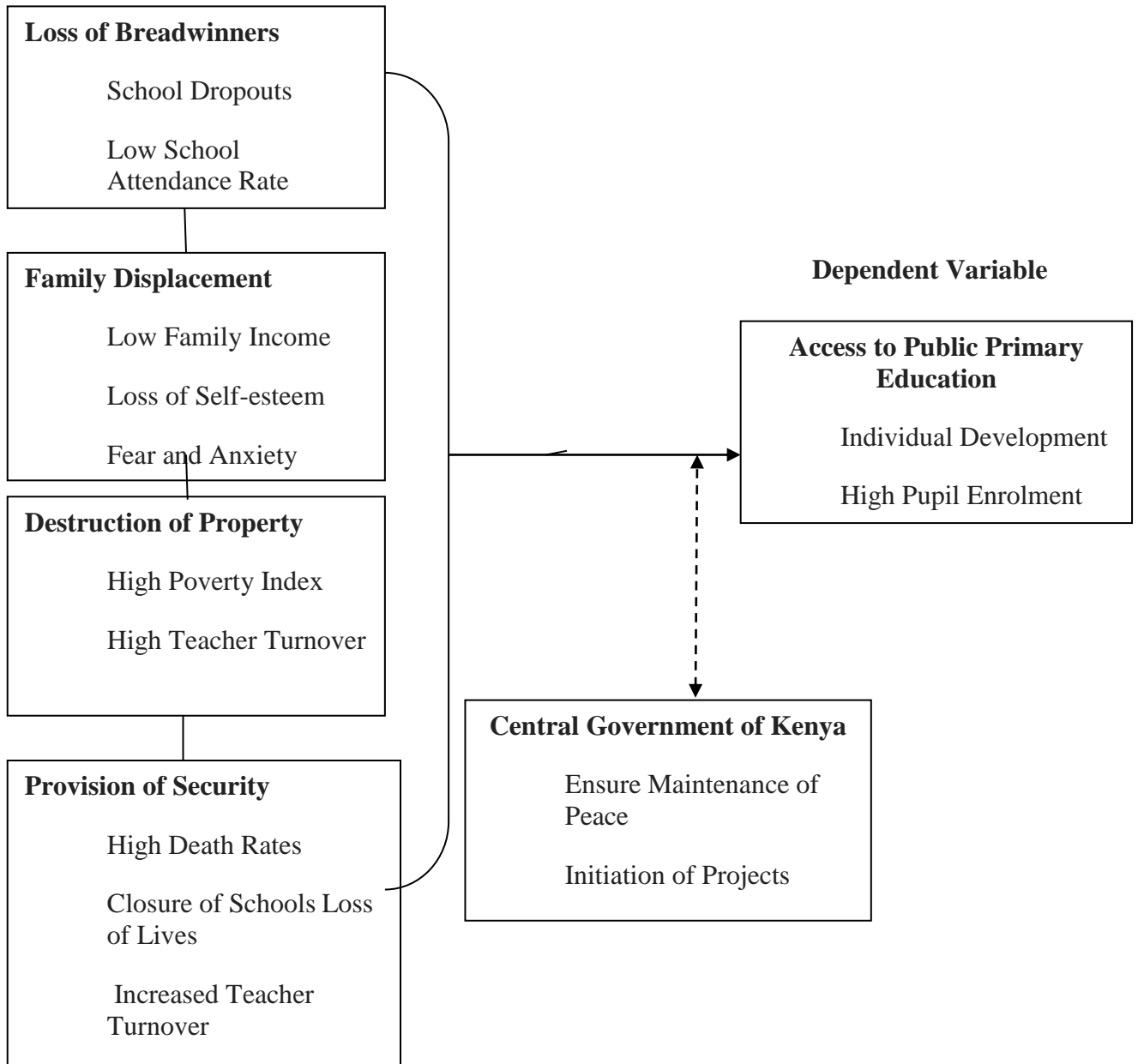


Figure 2.1 Conceptual Framework

2.5 Knowledge Gap

Table 2.1: Summary of Knowledge Gaps

Author	Findings	Research Gaps	The focus of the Current Study
Nyongesa et al. (2016)	The study revealed that post-conflict parental strategies are important in the academic performance of pupils.	The study was limited to the post-conflict aspect which may not be applicable to understanding access to education during ethnic conflicts.	The focus will be on access to education during ethnic conflicts
Mbalaka (2016)	The study showed that the way teachers relate to their fellow teachers, their students, as well as their environment, affects the learning process such as syllabus coverage.	The study was narrowed to syllabus coverage in an area that does not frequently experience ethnic conflict.	The study area frequently experiences ethnic conflict
Peters (2014)	The study established that clashes do affect the attendance of girls to school as they live in fear especially when there are always tensions.	Not only is this study limited to Nigeria, but also the conflicts faced are mainly religious rather than ethnic.	Rather than religious conflict, this study will be embedded in ethnic conflict in Kenya.
Justino (2014)	The review focused on access to education in conflict-affected countries. It established that conflict has a wide range of effects for the education system which ultimately affect the children's class attendance	The study focused mainly on policy interventions.	The study will not only focus on policy interventions but also on practical interventions pointed out by the effects of ethnic violence.
Akresh and De Walque (2008)	The Rwandan genocide of 1994 affected schooling for pupils. The study revealed that the genocide had a strong negative impact on schooling. Also, enrollment rates were higher pre-genocide period and compared to the post-genocide period.	The study utilized a cross-sectional study in which the authors conducted household surveys and collected data before and after the genocide.	The study will be descriptive so as to give an insightful explanation of the phenomena under study.

2.6 Summary of Literature Review

Human development can be achieved through the use of education. Over the years, there has been a progression that has been made in ensuring that all people have access to education. The conflict however has undermined the milestones that have been achieved in the educational system. This chapter has reviewed literature that has shown that there is a negative implication of ethnic conflicts on educational outcomes of pupils (Education Policy and Data Center, 2010; Opiki and Adeleke, 2015; Rodriguez and Sanchez, 2012; Wachira, 2015). The section presents a summary of the literature reviewed and is structured according to the objectives of the study.

The literature has demonstrated that violent conflicts affect education goals which in turn affects education systems particularly school attendance. In other words, conflict is disruptive to the education system through its influence on school attendance. Similarly, conflicts have a lasting impact on pupils and students even long after the end of the conflicts. In Colombia, violence led to ravaging effects on the schools whereby the teachers were not available to teach the children (Rodriguez and Sanchez, 2012). Even in times where the teachers had not fled, there was a lack of morale to continue teaching basically because there were fear and no motivation to continue teaching. Ethnic conflicts reduces teaching personnel . Further, the same authors argue that ethnic conflicts has an effect of the education system of a country

Others request to be transferred from the volatile zones which increases teacher-pupil ratio in the affected areas, while yet others opt for early retirement, all of which ultimately affect the pupils (Shemyakina, 2011). The loss of qualified teachers due to ethnic conflicts affects the teacher-child ratio. Turnover of teachers affects the quality of education that is provided. In times of ethnic conflicts, tensions dominate in both the minds of the teachers and the pupils. This intentionally or unintentionally affects communication. According to Mbalaka (2016), communication helps to foster motivation and it is a space for emotional expression. With taunted minds that seem to be in a rollercoaster of emotions due to ethnic clashes and conflicts, teacher-pupil communication is affected which derails the process of syllabus coverage. Psycho-social issues such as fear affect communication patterns which lead to lack of concentration for the teachers as well as the stu

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the study research design and the methodology that was used in the study. The research design, target population, sampling design, research instruments and their validity and reliability, data collection procedures, data analysis, and ethical considerations are discussed.

3.2 Research Design

The study employed a descriptive survey research design. According to Cooper and Schindler (2014), a descriptive survey research design describes or defines a subject. This design enables a researcher to observe a research variable which involves a relationship in which there is interaction with other variables. This research design was chosen because of its ability to collect data in a systematic way and also due to the fact that the population was too large (Kombo and Tromp, 2009). The design helped to collect data on education views, attitudes, perceptions and behaviours of people in relation to the academic performance of the learners.

3.3 Target Population

A target population is a group or individuals or objects possessing similar characteristics in which they are defined (Kombo and Tromp, 2009). The topic being investigated should focus on an effective population that has an idea on the topic. The current study focused on Sigowet Sub County. This study area was chosen as it was the most hit by ethnic clashes which affected the academic performance of the pupils. In 2014, the Sub County recorded the poorest academic performance and to date; there has been no improvement owing to the tumultuous ethnic conflicts that are experienced in the area (Sigowet Sub County Educational Report, 2014).

This study was limited to the ten schools that are found on the border of Sigowet-Nyakach border which has year after year experienced destruction of property and loss of lives. The head teachers, counselling teachers, pupils, education officers and parents were targeted for this study as shown in Table 3.1, totalling to 646 respondents.

Table 3.1: Target Population

SN	Category of participants	Target population
1	Head teachers	10
2	School counsellors	13
3	Pupils	320
4	Education officers	3
5	Parents	300
	Total	646

Source: Sigowet Sub County Educational Report (2014)

3.4 Sample Size and Sample Selection

A sample design refers to the sampling techniques and methods that will be used for the study. A sample is a portion of the population that is selected to be representative of the population (Cooper and Schindler, 2014). Cluster sampling was utilized to sample those who would participate in the study whereby the Sub-County was divided into clusters in this case “zones” as defined by the Ministry of Education. Three zones were then randomly selected and from each zone 2 primary schools were picked; hence, a total of 6 primary schools participated in the study. Only pupils in class seven and eight were eligible to participate in this study because the questionnaire was self-administered and these pupils are able to read and write. In addition, they were better placed to articulate their experiences with ethnic conflict compared with those in lower classes. From the 3 education officers 2 were randomly picked for the purpose of this study.

A sample of pupils will be selected from the study population which will be determined as follows:

$$n = \frac{z^2 (p) (1-p)}{c^2}$$

Where:

z = standard normal deviation set at 95% confidence level (1.96)

p = percentage picking a choice or response (in this study, 80% (0.08) is used as p)

c = confidence interval

$$n = \frac{1.96^2(0.9)(1-0.9)}{0.05 * 0.05}$$

$$N = 138.29 = 138 \text{ pupils}$$

The 138 respondents were distributed across the six schools hence each school had to have a sample of 24 pupils (12 from class 7 and 12 from class 8). The study also collected qualitative data from a purposive sample of teachers and head teachers. In particular, one teacher involved in counselling or had served in the area for at least five years was picked to participate in the study as a key informant. This was based on the fact that long-serving teachers were better placed to explain the trends of ethnic violence in Sigowet Sub County and its influence on educational outcomes. The final sample is presented in Table 3.1.

Table 3.2: Sample Distribution

SN	Category of participants	Target population	Sample size
1	Head teachers	10	6
2	School counsellors	13	6
3	Pupils	320	138
4	Education officers	3	2
5	Parents	300	5
	Total	646	157

3.5 Data Collection Instruments

Quantitative primary data was collected from the sampled respondents using a structured questionnaire. The questionnaires were self-administered, that is, they were distributed to the respondents to fill with the help of the researcher, who explained any questions that were not clear. Besides questionnaires; the researcher also used semi-structured interview schedule which was administered to counselling teachers and head teachers. The interviews were used so as to obtain personalized data from the respondents. This also allowed the researcher to probe further beyond the questions that had been set.

3.5.1 Piloting of the Study

The researcher carried out a pilot study for purposes of refinement and improvement of the research instruments for about two weeks. She conducted the pilot study on a small sample of the population in an area with similar characteristics. After selecting the area to be used for a pilot study, researcher administered the questionnaire and interview schedule individuals and clan members after which she collected them and checked for any constructional mistake and ensured their completeness. The researcher then tested the accuracy of the research instruments by identifying areas that needed review and restructuring of the questions on the questionnaire also on the interview schedule so as to match the real situation. She rephrased the interview schedule which helped in eliciting expected responses.

3.5.2 Validity of the Instruments

Validity of the instruments is the extent to which the instruments captures what they purport to measure (Mugenda & Mugenda, 2012). An instrument is validated by proving that its items are representative of skills and characteristics that it purports to measure. Validity of research instruments ensures scientific usefulness of the findings. To uphold the validity of the instruments, the researcher after the piloting of the study, discussed the content of the questionnaire with her supervisor before its administration in the field. This was important as it ensured unclear, ambiguous and vague questions were corrected or avoided. The insights obtained were used to make adjustments on the questionnaire items. A piloting was done and then questionnaires were given to the supervisor, who read, made corrections and eliminated unnecessary items and this ensured the questionnaire's content validity.

3.5.3 Reliability of instruments

(Borg & Gall, 1989) describes reliability as the level of internal consistency or stability of the measuring device overtime. The reliability of a research instrument concerns the extent to which the instrument yields the same results on repeated trials. The test-retest method was used in the study to determine the reliability of the research instruments. The split half method was also used where by the same questionnaires were split into two halves and given to the same respondents after a period of time. The first lot of questionnaires were given to 20 respondents then after two weeks the same questionnaires were given to the same 20 respondents, a move which gave same results.

The Spearman-Brown Prophecy formula was used to calculate the consistency of the instrument. The Spearman-Brown Prophecy formula value was found and this then made the instrument to be reliable. According to (Carmines & Zeller, 1979) an instrument with an r-value above 0.5 is considered reliable while one with an r-value below 0.5 is considered unreliable. The Spearman-Brown Prophecy formula is given by;

$$r_{xx} = \frac{2r}{1+r}$$

Where r_{xx} was the estimated reliability of the whole test, r is the Pearson's correlation (r) between two halves.

Source: Roscoe J.T. (1975). Fundamentals Research Statistics for behavioral sciences, New York: Holt, Rinehart and Winston, Inc.

3.6 Data Collection Procedures

A research permit was obtained from the National Council for Science and Technology and Innovation (NACOSTI). The researcher then reported to the Sigowet Sub-County director of education so as to receive authorization to continue with the study. The head teachers of the public primary schools were also contacted and the nature and purpose of the study were explained to them. The researcher made appointments with them so as to plan on the best time for the research to be undertaken. The key informants were also informed in advance and prior arrangements were done so that they would avail themselves for the discussions. The head teachers were interviewed first followed by the counselling teachers. These key informants were interviewed at a time that was agreeable to them all depending on Sigowet Sub County's gender calendar.

3.7 Data Analysis Techniques

Data collected was analyzed using SPSS version 19. Data entry started immediately after receiving questionnaires from the respondents. Data from the questionnaires was analyzed manually by first checking for comprehensibility, completeness and relevance. The information gathered was summarized, tabulated and coded and this facilitated analysis and ensured both accuracy and relevance of the analysis (Miles & Huberman, 1994)

The result was analyzed using both quantitative and qualitative techniques. Quantitative data was analyzed using simple statistics like frequency distribution tables and percentages, while

qualitative data was analyzed and reported in a narrative form which determined the relationship of the independent variables. Quantitative data was edited so as to identify the errors such as spelling mistakes that may have been made by the respondents.

Descriptive statistics were used to calculate frequencies, percentages and proportions. The programme that was used was the Statistical Package for Social Sciences (SPSS version 19). Thematic analysis of the transcribed qualitative discussions was carried out in the analysis of qualitative data. The data were categorized and then organized in themes and patterns according to the objectives of the study. Based on the analysis, the researcher was able to interpret the data.

3.8 Ethical Considerations

This study involved collection of data from head-teachers, teachers, parents and pupils. This was a process that involved the collection of the respondents' personal information. As such, the researcher assured the respondents that the responses they were going to give were going to be treated with utmost privacy and confidentiality. The anonymity of the respondents was also promoted. The researcher sought permission from relevant authorities and NACOSTI so as to ensure that the rights of the respondents were not interfered with while providing their responses. No undue influence or duress was used in the collection of data and the respondents were assured that the responses they gave would be used in the precincts and purposes of this study only.

3.9 Operationalization of the Study Variables

Table 3.3: Operationalization of the Study Variables

Objective	Type of Variable	Indicators	Measurement Scale	Data analysis type	Tools of Analysis
Demographic information			Nominal	Descriptive Statistics	Frequencies and Percentages
To establish the extent to which loss of breadwinners influence access to education in public primary schools in Sigowet Sub County, Kericho County.	Independent	High School Dropouts Rates Low School Attendance Rate	Ordinal	Descriptive Statistics	Frequencies, and Percentages
To examine how displacement of parents and teachers influence access to education in public primary schools Sigowet Sub County, Kericho County	Independent	Fear and Anxiety Low Self Esteem Lack of Concentration High Poverty Index	Ordinal	Descriptive Statistics Inferential Statistics	Frequencies, and Percentages Cross-tabulation
To assess the extent to which provision of security influences access to education in public primary schools Sigowet Sub County, Kericho County.	Independent	High Intimidation Rate Loss of Lives Increased Teacher Turnover	Ordinal	Descriptive Statistics	Frequencies, and Percentages
To establish the extent to which destruction of property influences access to education in public primary schools in Sigowet Sub County, Kericho County	Independent	High Poverty rates Low Economic Development High Rates of Stress and Anxiety Loss of Teaching morale	Nominal	Descriptive Statistics	Frequencies, and Percentages

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, DISCUSSIONS AND INTERPRETATION

4.1 Introduction

This chapter presents the results of the analyses that were carried out. Quantitative and qualitative results are presented according to the objectives of the study. The chapter ends with a discussion of the key findings.

4.2 Questionnaire Return Rate

The sampled respondents for this study were 138 pupils, 6 counselling teachers, 6 head teachers, 2 educational officers, and 5 parents. The response rate for this study was recorded in Table 4.1.

Table 4.1: Response Rate

SN	Category	Number	Percent
1	Head Teachers	6	100%
2	Counselling Teachers	6	100%
3	Pupils	138	100%
4	Education Officers	2	100%
5	Parents	4	80%
	Total	156	

In the data collection process, as indicated in Table 4.1, there was a 100% response rate from the pupils, teachers, and educational officers. However, only four parents were available for the interview resulting in an 80% response rate. Therefore, 156 respondents participated in this study. This was deemed as a good response rate which would enable the researcher to attain responses that would be fit for generalization of findings.

4.3 Characteristics of the study respondents

Given below are the demographic characteristics of the sampled respondents of the study and their gender analysis;

4.3.1 Demographic Characteristics

The study sought to find out the demographic characteristics of the pupil respondents based on their gender and age. The results were recorded in Table 4.2.

Table 4.2: Distribution of Pupil Respondents by Gender

Characteristic	Categories	Per cent	Number
Gender	Boy	39.1%	54
	Girl	60.9%	84
Total		100%	138

As shown in Table 4.2, 84 respondents representing 60.9% of the sample used for the study were girls while 54 of them representing 39.1% of the sample selected were boys. As noted in methodology, only class seven and eight pupils were sampled. In terms of the respondents' ages, table 4.3 given below shows the analyses done and the resultant findings;

Table 4.3 Age analysis of the Respondents

Age	Number	Percent
Less than 13	37	26.80
13 -14	19	13.80
14-15	37	26.80
15-16	40	29
16 and above	5	3.80
Total	138	

From table 4.3 , majority of the respondents representing 29.0% were between 15- 16 years of age while 15 of them representing 26.80% of the sample selected were between thirteen and fifteen years of age . It should be noted that 16 respondents representing 13.80% were sixteen years of age while 17 respondents representing 3.60% of the respondents were seventeen years of age. This

therefore means that majority of pupils(29%) are affected by the ethnic conflict resulting to delays in joining secondary school.

4.4 Influence of loss of breadwinners on learners’ access to education

The first objective of the study was to establish the extent to which loss of breadwinners influence pupil’s access to education in public primary schools in Sigowet Sub County, Kericho County. Thus, the study sought to analyse how ethnic conflicts affects various issues related to learners’ acquisition of knowledge. In other words, the study sought to understand how disruptive ethnic conflicts influence learners’ access to education.

4.4.1 Missing School because of conflicts

First, the study sought to investigate whether the pupils had ever missed school due to ethnic conflicts. The results were in Table 4.4.

Table 4.4: Respondents who Missed School due to Ethnic Related Conflicts

	Per cent	Number
Yes	47.1%	65
No	52.9%	73
Total	100%	138

As indicated in Table 4.4, 52.9% of the respondents said that they had never missed school because of ethnic conflicts while 47.1% indicated that they had missed school as a result of the conflicts. The interview schedule revealed that ethnic conflicts in Sigowet Sub County occurs during certain times such as during political electioneering periods. These violent episodes affect pupils. As cited by one of the respondents:

In this area, ethnic conflict is politically-driven and mainly when there are elections. Unfortunately, the aftermath of the conflicts is the displacement of people. This means that there are low enrolment rates as many people move to areas that are relatively secure. In other cases, children are unable to access school as it is not safe for them to even go to school Interview respondent 4, 2019.

There was a general agreement by the head teachers that in the period between 2012 and 2017, the enrollment rates have been fluctuating. The explanation provided was that before the

elections in 2012, the enrollment rates were high but after the elections, the rates went down only to pick up again in 2014; they were low again before the 2017 general elections but started to pick up again after the elections.

4.4.2 Frequency of Missing School

Further, the study sought to establish learners' frequency in missing school as recorded in table 4.5:

Table 4.5 Distribution of respondents by frequency of missing school

Frequency	Number	Percent
1	61	44.20
2	6	4.30
3	24	17.40
4	23	16.70
5	3	2.20
6	21	15.20
Total	156	

As indicated in table 4.5 sixty one (61) respondents representing 44.20% of the selected sample for the study indicated that they had not missed school as a result of ethnic violence while 24 respondents translating to 17.40% indicated that they had missed school twice as a result of ethnic related conflicts. Besides, 23 respondents representing 16.70% indicated that they had missed school thrice as a result of ethnic conflicts while 21 of them representing 15.20% indicated that they had missed school five times as a result of ethnic conflicts. From the analysis done in the figure, six (6) respondents representing 4.30% and three (3) respondents who represented 2.2% indicated that they had missed school once and four times respectively as a result of ethnic clashes. Responses on the interview guided revealed that during ethnic conflicts' periods, the schools remain closed and pupils during that time fail to attend to school. Therefore, the frequency of them missing school is based on the fact that the schools are not opened during and when ethnic conflicts break out.

4.4.3 Family Displacements and learners' Access to Education.

Ethnic Conflicts has also affected the families of these pupils leading to displacements. As shown in Table 4.6, 53.6% of the respondents indicated that their families had been affected by ethnic violence while 46.4% of the respondents indicated that their families had not been affected by the violence.

Table 4.6: Ethnic Related Attacks Frequencies as experienced by Families

	Per cent	Frequency
Yes	46.4%	64
No	53.6%	74
Total	100%	138

In their explanations, the respondents indicated that their families had been affected in different ways. For instance, some of the respondents said that they were stealing cows from the neighbouring communities and fighting them. One of the respondents indicated that:

We cannot have peace in our community as thieves came and stole cows, goats, and sheep. In our home, they came and stole our four cows, and the following morning, I did not go to school. Study Respondent 29, 2019

Similarly, another respondent said that:

Thieves came and stole cows and killed many people in my community. People started to move to other communities including some of our teachers. For many days, we could not go to school and the school was closed. Some of my cousins went to another school because their family moved to another area. Study Respondent 112, 2019

Corroborating these findings, the interviews with the teachers revealed that ethnic conflicts affects the families in the area. People from the Kipsigis and Luo ethnic tribes fight each other and steal livestock and properties from each other. Many families are often displaced and lives are lost as such, many of the pupils lose their family members. In many cases, it is the men who are involved in the fights and when they lose their lives, the family structures change and the households become female-headed households.

4.4.4 Influence of Ethnic Related Conflicts on Learners' Academic Performance

The final set of analyses with respect to this objective sought to determine if violence had an impact on the academic performance of pupils. The pupils were asked if they felt that the ethnic violence in their area affected their studies. The results were recorded in Table 4.7.

Table 4.7: Influence of Ethnic Conflicts on Academic Performance

Responses	Per cent	Number
Strongly disagree	5.1%	7
Disagree	8.7%	12
Not sure	11.6%	16
Agree	32.6%	45
Strongly agree	42.0%	58
Total	100%	138

As indicated in Table 4.7, Fifty Eight (58) respondents who represent 42.0% of the pupils used for this study strongly believed that the ethnic conflicts affected their studies and generally, their academic performance while 45 respondents who formed 32.60% indicated that they agreed to the fact that their studies are affected as a result of such conflicts. However, 12 respondents representing 8.70% and 7 respondents representing 5.10% indicated that they have never been affected by ethnic conflicts. The study noted that this category of learners had newly settled in Sigowet sub-county and have therefore never witnessed any such animosity. Additionally, the teachers' interview showed that the academic performance of the pupils declined during times of ethnic violence. This can be attributed to poor class attendance and lack of concentration due to fear of ethnic violence and its consequences.

4.5 Destruction of Property and Learners' Morale to Acquisition of Education

The third objective of the study sought to highlight the influence of ethnic conflicts on property and its relative effects on teachers and learners' access to primary education in Sigowet Sub County, Kericho County. Destruction of property leaves families vulnerable to abject poverty which has long negative effects on their economic development. The study sought to establish types of property that become a target of ethnic conflicts and their responses were as shown in table 4.8 given below:

Table 4.8 Responses on Type of Targeted Properties by Ethnic Related Attackers

Targeted property	Number	Percent
Foodstuffs	7	5.10
Electronics	12	8.70
Goats and sheep	16	11.60
Burning of houses	45	32.60
Herds of cattle	58	42.00
Total	138	

From table 4.8 given herein, the study established that, 7 respondents representing 5.1% indicated that those who raid their communities as a result of ethnic conflicts target foodstuffs while 12 respondents who formed 8.70% indicated that the raiders normally target electronics owned by the attacked families. Besides, 16 respondents translating to 11.60% indicated goats and sheep as the main targeted property as opposed to 45 respondents who formed 32.60% and who indicated that ransacking and burning of houses is normally their target. Majority of the respondents who were 58 in number and who formed 42.00% indicated that heads of cattle are the main target in the ethnic related conflicts that erupt. When such raids are carried out and property stolen, the affected families are left vulnerable to longlasting abject poverty which affects children's education.

4.5.1 Teacher Morale during Ethnic Conflict

The study sought to understand the morale of the teachers during ethnic conflicts. According to the interviews conducted, there was unanimity that ethnic conflicts affect the morale of teachers. One of the teachers said:

You know, just like everyone else is affected by the clashes, the teachers are also affected; they are displaced, their friends and families are killed, and they have to protect themselves and their families. Therefore, the morale to teach when there is a violent outbreak is very low. As teachers and pupils are unable to go to school and for those who go, the numbers are really low and this also affects the morale of teachers to teach. Interview respondent 1, 2019

One of the educational officers indicated;

Ethnic violence affects the morale of the teachers which is to be expected as there is worry over your safety, your family's safety, the pupils' safety and the safety of the community in general. It is therefore difficult to even concentrate at work and the teachers are not in a motivated space to carry out their duties. Education officer 2, 2019

The lack of security makes the teachers fear to come to school as they are not assured of their security. The respondents indicated that this is especially true for those who cross the border of Kisumu and Sigowet Sub Counties.

4.5.2 Pupil Morale during Ethnic Conflict

The study sought to examine whether the pupil respondents had feelings of leaving school. A cross-tabulation was carried out so as to understand whether the pupils had thoughts of leaving school. This was conducted considering the gender of the pupils and the results were recorded in Table 4.9.

Table 4.9: Cross-tabulation of Gender and Stopping School Attendance

	Ever thought of stopping attending school because of fights?		
	Yes	No	Total
Boy	19 35.2%	35 64.8%	54 100.0%
Girl	51 60.7%	33 39.3%	84 100.0%
Total	70 50.7%	68 49.3%	138 100.0%

As shown in Table 4.9, respondents numbering 19 who represented 35.2% of the total sample used for this study and who were boys indicated that they had thought of dropping out of school due to ethnic conflicts. Girls numbering 51 and who formed 60.70% also indicated that they had thought of leaving school because of ethnic conflicts. When both boys and girls who were used for this study are put together on their responses to this question, the study established that slightly more than 50 per cent of them had ever thought of leaving school altogether because of ethnic conflicts. Of these, 60.7% were girls while 35.2% were boys. This was an indication that girls were more affected by ethnic conflicts to the point that they thought of not attending school because of the fights.

Moreover, the teachers' interview guide indicated that most of the pupils have had the thought of not attending school because of the conflicts. As stated by one of the counselling teachers:

For most of the pupils, ethnic violence and its results are quite traumatizing. These children experience so much during this period. Some see their parents, friends, and community members being killed and it affects them. Concentrating in class becomes a problem due to the trauma. As a result, many feel that they cannot cope with the school atmosphere. For some, they have to travel to school and traverse across a different ethnic community which is a real challenge (Interview respondent 2, 2019).

During violent episodes, pupil dropout rates are recorded as high especially for the upper-class students. There was also indication that most girls will drop out because the parents are scared for their safety. The belief is that as much as the pupils are only children, sending boys to school is better because they have ways of protecting themselves.

4.5.3 Effect of Ethnic Related Conflicts on teacher turnover

This study sought to examine the effect of ethnic conflicts on teacher turnover on access to education in public primary schools Sigowet Sub County, Kericho County. The interviews with the teachers and educational officers revealed that most of the teachers, especially those not from the ethnic groups found in Sigowet Sub County often request for transfers. One of the respondents said:

Ethnic violence disrupts the learning process and in the end, there are many teachers who no longer want to teach in this area. There are many requests for transfers, especially after the violence. The tensions are often too high and it is not surprising that two out of three teachers request for transfers to leave Sigowet. The need for transfer of station is normal especially for

teachers who are not residents of Sigowet because they are in fear of the unknown (Education officer 1, 2019)

The teacher turnover is very high during ethnic conflicts breakouts which often lead to displacements of the teachers and insecurities lead to the teachers seeking refuge in other areas.

4.6 Influence of Provision of Security on Learners' Access to Education

As observed by Hull (2006), maintenance of security is a key factor in ensuring economic growth of any country and it is the responsibility of the central government to ensure that its citizens are secure. Where there is no security, lives are threatened, schools closed and children fail to go to school as and this makes access to education quite impossible. When respondents were asked to suggest what the government should do in order to restore peace and stability in Sigowet sub-county and also suggest institutions or persons responsible for maintenance of security in Sigowet sub-county, their responses were as given in table 4.10 and 4.11 below:

Table 4.10 Responses on what should be done to ensure Security in Sigowet;

Suggestion on how to ensure security	Number	Percent
Government to response to firearms from locals	34	24.64
Initiation of projects in the area	22	15.94
Creation of jobs for the youths	24	17.39
Leaders to stop inciting people	58	42.03
Total	138	

According to table 4.10 given herein, 34 respondents who formed 24.64% indicated that the government need to disarm the worrying communities of the illegal firearms in their possession if maximum security and peace is to be realized in the area while respondents numbering 22 and who formed 15.94% suggested that, new development projects need to be initiated by the government in the area which will offer employment opportunities to the youths who engage in livestock theft because they appear to be iddle. Twent four (24) respondents representing 17.39% indicated that there is need to create job opportunities for the jobless youths while majority of respondents numbering 42.03% suggested that the local leaders, especiall politicians need to stop inciting local

communities against each other. The study therefore established that, if the measures suggested by the respondents are taken seriously, then longlasting security and peace are likely to be realized in these areas which will in return enable learners access their education in schools. When respondents were asked to indicate those responsible for ensuring existence of security in the area, their responses were as shown in table 4.11 given below:

Table 4.11 Persons Responsible for ensuring There is Security in the area.

Security personnel	Number	Percent
Central government through ministry of internal security	33	23.92
County government and the police	23	16.67
Local leaders and stakeholders	27	19.56
Area political leaders, chiefs and their assistants	55	33.85
Total	138	

As indicated in table 4.11 given herein, respondents who numbered 33 and who formed 23.92% indicated that the central government through the ministry of internal security is responsible for ensuring that there is peace and security in the area while 23 respondents who formed 16.67% indicated that it is the responsibility of the county government and the police to assure the residents of the area of their security. Besides that, 27 respondents representing 19.56% indicated that the local leaders and stakeholders are responsible for ensuring security and peace in the area while the majority who were numbering 55 representing 39.85% of the respondents felt that it is the responsibility of the area politicians, chiefs and their assistants to ensure there is security in the area.

Finally, the study sought to determine the influence of ethnic conflicts on syllabus coverage and access to education in public primary schools in Sigowet Sub County, Kericho County. The interviewed respondents indicated that the syllabus is an important aspect of the educational process and when there are ethic related cluses, this process is disrupted. When the teachers are unable to cover the syllabus in due time, then, there is poor academic performance. As stated by one of the respondents:

ethnic animosity disrupts the achievement of timely syllabus coverage and completion of other related curricular tasks (Interview respondent 7, 2019). Correspondingly, another respondent indicated:

The ethnic based conflicts affects every aspect of the learning process and this means that most of what is supposed to be covered is rarely covered. For instance, a whole week or more of syllabus coverage is lost in violence and this means that the syllabus will not be covered on time as expected. (Interview respondent 7, 2019)

In the same breath, another respondent said:

Of course, ethnic animosity affects syllabus coverage in a very negative manner. Many teachers find it hard to completely cover the syllabus. And this affects the pupils in a negative way; take an example of a KCPE candidate who is supposed to compete on a national scale with other candidates who are in safe educational spaces and they have covered the needed syllabus perimeters. It is likely that the pupil who has not completely covered the syllabus will perform poorly, (Interview respondent 5, 2019).

There is lack of proper syllabus coverage and many teachers are unable to catch up on the coverage of the syllabus when there is ethnic violence. Therefore, there is a poor academic performance by the pupils and the teachers have to put in extra time to ensure that all topics in the syllabus are covered and understood by the pupils. However, in an area that is prone to clashes, this becomes difficult; as such, the syllabus is inadequately covered.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter provides a discussion of the study findings, conclusions, and recommendations which are as a result of the research. The chapter also provides suggestions for further studies.

5.2 Summary of Findings

The purpose of this study was to investigate the influence of ethnic related conflicts on learners' access to public primary education in Sigowet Sub County, Kericho County. The study sampled a total of 157 respondents but 156 respondents participated in the study. The respondents included 138 pupils, 6 counselling teachers, 6 head teachers, 2 educational officers, and 4 parents. Quantitative data was collected from the pupils while qualitative data was collected from the counselling teachers, head teachers, educational officers, and the parents.

The study found out that 60.9% of the pupil respondents were girls and majority of the respondents (29.0%) were fourteen years. The pupils, (84.1%), indicated that they had heard about ethnical conflicts in Sigowet Sub County. The interview with the head teachers, counselling teachers, and other key informants such as the educational officers also indicated that there was ethnic animosity in the Sub County. The unrest is mainly experienced in the Kisumu-Kericho border which is occupied by the Luo and Kipsigis tribes.

The findings of the study revealed that most of the respondents had heard about ethnic conflicts and had experienced its consequences in Sigowet Sub County. The county located on the border of Kisumu and Kericho Counties and is occupied mainly by individuals from the Luo and Kipsigis tribes. Therefore, there is ethnic diversity in the area. However, poor relationship among the ethnic tribes has led to sparks of violence which are mainly politically driven. The ethnic unrest occurs during the general election and therefore has had in the past adverse effects on learners' access to education system in the area.

The study found out that children who end up losing their parents who are the sole breadwinners in their families end up suffering big losses as they are unable to continue with their education. This in turn affect learners' enrolment in schools as pupils are left with no one to take

them to school hence their access to education is curtailed. The study found out that 52.9% of the pupil respondents indicated that they had never missed school due to ethnic violence. Contradicting remarks were however held by the interview schedules with the teachers, educational officers and parents who acknowledged that the pupils missed school due to ethnic unrest which occurred mainly during general election periods. During the time the study was conducted, children were in school forming the reason as to why they responded as indicated here.

The study also found out that enrollment rates of pupils have been fluctuating between general elections such as between 2012 and 2017 whereby, before the 2012 elections, the enrollment rates were high but after the elections, the enrollment rates were high only to pick up again in 2014 and then the rates dropped just before and after the election periods. Additionally, ethnic unrest led to a low frequency of missing school since the schools remain closed during this period. The ethnic violence was found to affect the families of the pupils as many families are displaced, there is loss of human lives and livestock as well as destruction of property. Finally, the study found out that ethnic conflicts had an effect on the academic performance of the pupils in that during the times of ethnic violence, the academic performance of the pupils declined.

5.3 Discussion of the findings

The findings of the study showed that due to violence in Sigowet Sub County, pupils miss school although the frequency is not high. This finding contradicts the report findings by Education policy centre (2010) which assert that when there is violence, pupils tend to miss school. The frequency of missing school depends on the frequency of the unrest outbreak in any given area. When there is constant normal life disruptions, then the frequency of missing school is high. In addition, the findings of the current study, however, agree with the report findings by Education policy centre (2010) in that low enrollment rates are experienced during periods of ethnic clashes. Moreover, this study found out that during the general elections in Kenya, there are low enrollment rates in public primary schools in Sigowet Sub County. This is due to factors such as displacement of people, migration to safer areas, or inability to access the school. The schools remain closed which increases the frequency of the pupils missing school hence affecting their access to education..

The families of the pupils are affected during ethnic animosity as indicated by the majority of the respondents. The ethnic fighting in Sigowet Sub County results in cattle rustling, destruction of property, loss of lives, separation of families, and changing family structures. In the same

wavelength, a study by Nyongesa et al. (2016) illuminates that the aftermath of ethnic clashes affects the political, social and economic realms of any community. In many cases, ethnic conflicts is politically instigated in that certain individual focus on selfish interests at the cost of the public. Socially, many people lose their lives including parents and teachers which incapacitate the learning process. Economically, parents lose their livelihoods which mean that they are unable to pay school fees.

In Kenya, there is the Free Primary Education program which lessens the burden for paying school fees for the pupils enabling access to education for all. Nonetheless, it is still important to consider other factors which contribute to the learning process such as the ability of the parents to buy school uniforms, stationery and other materials that a pupil requires at school. The findings of the study also found out that because of the ethnic animosity, the pupils felt that their studies were affected which was attributed to poor class attendance and lack of concentration due to fear of ethnic attacks and its consequences.

The study sought to examine the effect of ethnic attacks on teacher and pupil morale in relation to their access to education in public primary schools Sigowet Sub County, Kericho County. The study found out that ethnic attacks affects the morale of the teachers. The teachers are also affected by the consequences of ethnic violence in which they are displaced; lose their family members and colleagues. There is also a need to protect themselves and their families. This can be psychologically taxing leading to their lack of motivation to go school. On pupil morale, the study found out the pupils had thoughts of leaving school as a result of ethnic attacks; most of whom were girls. This showed that girls were more affected by ethnic unrests to the point that they thought of not attending school because of the fights. Therefore, the drop out levels during ethnic violence is high. The lack of security makes the teachers and pupils fear to go to school as they are not assured of their security.

The study sought to examine the effect of ethnic conflicts on teacher turnover in relation to learners' access to education in public primary schools Sigowet Sub County, Kericho County. The study found out that teacher turnover is high when ethnic attacks manifest. Teachers are displaced and the insecurities lead to them moving to other safe areas. This leads to increased teacher transfer requests. The teachers, especially those who are not from the Sigowet community tend to request for transfers more as compared to those that are from the Sub County. These findings are substantiated

by Shemyakina (2011) who cites that teachers often request for transfers from volatile zones due to fear of death and for the well-being of their families. The Sigowet Educational Report (2014) directs that reduction of qualified teachers as a result of ethnic violence has been detrimental to educational outcomes in Sigowet Sub County.

The study sought to determine the influence of ethnic attacks on syllabus coverage and access to education in public primary schools in Sigowet Sub County, Kericho County. The study found out that the syllabus is an important aspect of the educational process in the primary schools in Sigowet Sub County. In periods of ethnic clashes, it becomes difficult to cover the syllabus at the required time. This leads to poor academic achievement since teachers are unable to cover the syllabus adequately at the time they are expected to cover it and even when they put in extra time, because of the insecurities experienced in the area, schools become inaccessible to learners hence their access to education is thus adversely affected.

The study found out that the outbreak of attacks disrupts the educational process which in turn affects that timely coverage of any given syllabus in the primary schools. Mbalaka (2016) asserts that both teachers and pupils have to be in a good psychological space to be able to actively take place in the learning process. Any disruptions mean that the learning objectives are not sufficiently met since there is inadequate syllabus coverage. Ethnic attacks interferes with the extent to which the syllabus is covered leading to poor academic performance.

5.4 Study Conclusions

This subsection discusses the conclusions made based on the findings of the study. This study concludes that ethnic animosity is experienced in Sigowet Sub County which is located on the border of Kisumu and Kericho Counties. There exists poor relationship among the ethnic tribes living in the area. Particularly, the ethnic violence occurs during the general elections which are held after every five years in Kenya which therefore means that the outbreak of attacks is politically instigated. When the attacks manifest, they negatively affects the educational outcomes at Sigowet Sub County.

The study also concludes that pupils are unable to access school when ethnic based attacks are experienced and this means that they miss school during this period leading to poor class attendance. Also, the schools remain closed which makes it difficult for them to gain access to the schools. The frequency of missing school as a result of ethnic attacks depends on the frequency of the outbreak of the unrest. This means that during the unrest period, there are low enrollment rates in

public primary schools in Sigowet Sub County. Additionally, the low enrollment rates can be attributed to the consequences of ethnic cruelty which include the destruction of property, loss of human and livestock lives, separation of families, change of family structures, and loss of livelihoods.

On the effect of ethnic attacks on teacher and pupil morale, this study concludes that ethnic attacks have a negative effect on the teacher and pupil morale. The teachers find it hard to access their work stations and when they do, it is even harder to concentrate on their work which leads to low morale. Pupils also find it hard to access their schools and the low morale from the teachers spills over to them hence finding it hard to concentrate on their studies. This school environment is not conducive for learning. Insecurity, especially for those who cross the border of Kisumu and Sigowet Sub County facilitates fear which further demoralizes the teachers and pupils. Dropout rates for the pupils are high among girls who have more thoughts of dropping out than the boys.

On the effect of ethnic attacks on teacher turnover, this study concludes that when ethnic attacks occur in Sigowet Sub County, there is high teacher turnover. Many teachers, especially those who are not from the area request for change of work stations in terms of transfers. This is due to fear as a result of heightened insecurities against them and their families. The ethnic conflicts has led to a reduction of qualified teachers which has affected the educational outcomes in public primary schools at Sigowet Sub County.

On the influence of ethnic attacks on syllabus coverage and learners' subsequent access to education in public primary schools in Sigowet Sub County, Kericho County, this study concludes that it is difficult for teachers to complete their syllabus coverage on time. This means that pupils end up lagging behind in topics that are to be covered. Generally, ethnic attacks disrupts the achievement of learning objectives. Pupils that are most affected are those in class eight because the attacks sometimes occur when they are preparing for their KCPE. This leads to poor academic performance among learners in the public primary schools in Sigowet Sub County.

5.5 Study Recommendations

This study's findings and conclusions led to the following recommendations:

This study established that ethnic attacks in Sigowet Sub County are politically instigated. This study, therefore, recommends that there should be active political will which should focus on the politicians being at the forefront in ensuring that peace reigns in the area. This requires that their

actions be led by a genuine need to serve the people and not serve their own selfish interests and agendas. As well, this study recommends that attention should be focused on fostering good relationships between the Kalenjin and Luo tribes that are found in this border of Kisumu and Kericho Counties. There should be sensitization of the importance of peace among the communities. This sensitization should focus on ensuring that all communities in the area live in harmony with each other and build solidarity.

In addition, this study recommends that during ethnic violence outbreaks, the government should provide security to pupils and teachers so as to ensure that they are able to access the school without fear of attack from neighbouring communities. This would help in ensuring that enrollment of pupils does not decrease. It would also ensure that cases of dropping out of school as a result of ethnic violence are minimized. Moreover, the Ministry of Education has a role to play in ensuring the proper allocation of teachers. Also, during ethnic attacks, the ministry should partner with relevant parties to ensure that the learning environment is conducive for proper learning to take place. This would help to improve the morale of the teachers and the pupils and also help to reduce the turnover of the teachers.

Finally, this study established that there is a trend that occurs in the outbreaks of ethnic conflicts at Sigowet Sub County in that the attacks occur during electioneering periods. This is important for the teachers as, during this period, they can have contingency plans which would help in coverage of the syllabus. The pupils would benefit from this as it would ensure that there is timely coverage of the syllabus which would help in improving their access to education.

5.6 Suggestions for Further Research

The purpose of this study was to investigate the influence of ethnic related conflicts on learners' access to public primary education in Sigowet Sub County, Kericho County. Based on the findings, conclusions and recommendations of the study, the study suggestions that further research be conducted based in the following areas;

- 1) A study be conducted on the psychological impact of ethnic animosity on pupils and teachers in Sigowet Sub County, Kericho County.
- 2) A similar study be replicated focusing on other areas in Kenya that are prone to ethnic violence.

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APPENDICES

Appendix i: Letter of Transmittal

University of Nairobi,
P.O.Box 30197-00100,
NAIROBI

Dear Sir/Madam,

I am a postgraduate student at the University of Nairobi undertaking my Master of Arts in Peace Education. I am currently carrying out a study on the **“Influence of Ethnic Related Conflicts on Learners’ Access to Education in Public Primary Schools in Sigowet Sub-County, Kericho County”**.

Your school has been selected to participate in the study. I therefore, humbly request that you spare a few minutes out of your busy schedule to support the study by giving honest responses to the questions asked in the questionnaire and also participate in the interview schedule.

Kindly note that the study will be of great benefit to you and your community as the study findings will be used by our government to alleviate the problem of ethnic related attacks and ensure long lasting coexistence and peace amongst all communities living in this region. In view of the above therefore, I would like to assure you that the identity of your school and that of you as the respondent will remain anonymous and that the data collected will be accorded the strict confidentiality it so deserves as the information you will give will strictly be used for academic purposes. I am looking forward to your positive participation and honest responses.

Yours Faithfully,

STELLA KAMAU.

Reg: L51/83606/15

TEL. Contact: 0725820438

Appendix ii: Interview guide for Head-teachers, Teacher Counselors and Parents;

This research is for academic purposes only. You are kindly requested to provide honest answers to the questions asked and freely express your opinions and feelings. Your identity and that of the school shall remain anonymous.

SECTION A: BACKGROUND INFORMATION

Gender of the respondent

Male () Female ()

What is your age? -----

What is your highest level of education?

Master’s degree () Bachelor’s degree () Diploma () Certificate ()

What is your teaching experience in the present school (in years)? _____Years

SECTION B: ETHNIC CONFLICTS AND ACCESS TO PRIMARY EDUCATION

Let us now discuss the influence of ethnic conflicts on access to education.

1. What are your general experiences with ethnic attacks along the Kisumu-Kericho border?
2. Is there ethnic violence in Sigowet Sub County?
3. How frequent is the ethnic attacks experienced in Sigowet Sub County?
4. Does the ethnic attacks experienced in Sigowet Sub County affect the academic performance?
5. How does it affect pupils in general and how are they affected?
6. What has been the rate of enrollment of the boys and girls in your school for the period of 2012 to 2017?
7. Does ethnic violence affect the enrollment rates of boys and girls in the school? If yes, please explain in what ways ethnic unrest affects the enrollment.
8. Does the ethnic unrest experienced in Sigowet Sub County affect the morale of teachers and students?
9. How does it affect them?

10. Does the ethnic violence experienced in Sigowet Sub County affect the access to the school by both teachers and pupils?
11. Kindly explain how it affects them
12. Are you aware of incidents when teachers have sought transfer from this region because of ethnic violence? Please explain further.
13. What are the dropout levels in your school?
14. Does the ethnic attacks experienced in Sigowet Sub County have an influence on the dropout levels in your school?
15. Is there anything else about ethnic animosity that you would like to say?

Thank you for your participation

Appendix iii: Questionnaire for pupils

Introduction.

I am writing to kindly inform you that I am a Master of Arts Degree in Peace Education student in the University of Nairobi currently undertaking a study entitled, *“Influence of Ethnic Related Conflicts on Learners’ Access to Education in Public Primary Schools in Sigowet Sub-County, Kericho County”*. This research is for academic purposes only and thus you are kindly requested to provide honest answers to the questions asked and freely express your opinions and feelings. Your identity and that of the school shall remain anonymous and the information you will provide will be treated with utmost confidentiality. This questionnaire has 4 sections. Kindly read carefully the instructions given under each section and then give your honest opinion that best suits you in the questions and options given.

SECTION 1: RESPONDENT’S PERSONAL BACKGROUND INFORMATION.

This section contains 8 items based on your personal information concerning your suitability as a resident of this sub-county, your academic background as well as your private and public personality as a stakeholder in this region and specifically in education. Kindly put a tick (✓) or answer where required appropriately.

Please tick (✓) the correct answer from the option given on the right hand side;

- 1) What is your gender? Male [] Female []
- 2) How old are you? Write your answer here: _____ years old.
- 3) In which class are you? Class 7 [] Class 8 []
- 4) For how long have you been a pupil in this school?
 - a) Since I joined Class 1: []
 - b) Seven(7) years: []
 - c) More than 5 years old: []
 - d) More than 4 years old: []
 - e) Less than 4 years old: []

5) Who is taking care of your education?

- a) My mother: []
- b) My father: []
- c) My two parents: []
- d) A relative: []
- e) Others(Please specify):_____

6) What is the highest level of the person taking care your education?

- a) Class 8: []
- b) Form 4: []
- c) Diploma: []
- d) Degree: []
- e) None (Please specify):_____

7) a) Do you have brothers and sisters? Yes [] No []

b) If your answer to question 7a is 'yes,' where are they? (Please explain in the spaces provided below):_____

8) a) Are your parents/guardians employed? Yes [] No []

b) If your answer to question 8a is 'yes', please indicate type of job below:_____

c) If your answer to question 8a is 'No' what are they doing for a living?_____

**SECTION 2: INFORMATION ON LEARNERS' ACCESS TO PRIMARY
EDUCATION AND ITS SIGNIFICANCE IN THEIR LIVES**

This section comprises of 8 questions based on the respondents access to primary school education and also information on those stakeholders from the community and the government side who are responsible in ensuring that all learners in all schools found in Sigowet sub-county get quality education. You are kindly requested to give your honest answers to the questions asked below by putting a tick (√) or by writing in the spaces provided an appropriate answer. Thank you very much for your cooperation.

1) a) What is the name of your Sub-county? (Please write it on the space provided)_____

b) What is the total number of pupils in your class? _____pupils.

2) What is the total number of teachers that are teaching in your school?

a) Female Teachers: _____ of them.

b) Male Teachers:_____ of them.

3) a) Are there some teachers whom you know who are coming from this sub-county?

Yes [] No []

b) If your answer to question 3 a above is 'Yes' how many are they?_____ of them.

4) a) Are there teachers who are living (accommodated) in the school compound?

b) If your answer to question 4a above is 'No' please indicate where they are operating from in the spaces provided below:_____

5) a) How many teachers are teaching you in your class?_____ teachers.

b) How many lessons are you taught in a week?_____lessons.

c) Have you ever missed any lesson this month? Yes [] No []

d) If your answer to question 5c is 'yes' what was the reason behind missing it? _____

6) a) How many times are you assessed in form of doing an exam or assignment in a month? _____

b) Have your teachers completed syllabus content in all your subjects? Yes [] No []

c) If your answer to question 6 b given above is 'No' what is the reason behind your answer? _____

7) a) Does your school have all the recommended textbooks for your use in school in your various subject areas? Yes [] No []

b) If your answer to question 7a is 'yes' who is buying them for you to use in school?

i) Parents []

ii) Ministry of Education []

iii) Others (Specify) _____

8) a) In your opinion, what role is your school head-teacher playing to ensure you get your education in school? _____

b) Have you ever seen Ministry of Education Officials come to check how you are learning in your school? Yes [] No []

c) Explain briefly what they did when they visited your school _____

SECTION 3: RESPONDENT’S INFORMATION ON ETHNIC BASED RELATED CONFLICTS AND THERE INFLUENCE ON LEARNERS’ ACCESS TO PRIMARY EDUCATION.

This section contains 8 questions or items based on respondent’s information on ethnic based conflicts and the effects they have on the education of pupils in Sigowet sub-county. Some questions may require brief essay type of answers to be written on the spaces that are provided. Kindly give your honest answers to each question asked without any fear at all. We thank you for your participation in this study.

1) a) Have you ever witnessed any fighting between your community and the neighbouring community? Yes [] No []

b) If your answer to Q1a is ‘yes’ what was the reason behind the attack? Please choose by ticking (√) as many options as you can from those given below;

i) Livestock theft []

ii) Boundary Dispute []

iii) Foodstuffs theft []

iv) General Enmity []

v) Others (Specify)_____

2) a) Have you ever failed to go to school as a result of ethnic based attacks? Yes [] No []

b) If your answer to Q2a is ‘yes’ please briefly explain what happened:_____

3) a) Are there some people whom you new who lost their lives in the fight between your community and the neighbouring community? Yes [] No []

b) Are there some children whom you know whose parents lost their lives in the fight between the two communities? Yes [] No []

c) If your answer to Q3b is 'yes' please explain briefly how they are fairing on with their lives without their parents_____

4) a) Are you aware of any child who dropped out of school as a result of loosing family breadwinners? Yes [] No []

b) If your answer to Q4a is 'yes' please describe briefly their life after dropping out of school:

5) What role does your breadwinner play in your acquisition of primary education? Please tick(√) as many options as you can from those given;

- i) Preparing me for school every morning: []
- ii) Paying money for my schooling: []
- iii) Providing me with food at home: []
- iv) Buying me school uniform: []
- v) Encouraging me always in my studies: []
- vi) Solving all my problems: []
- vii) They play no role at all: []

6) In your opinion, who should assist those children who lost their breadwinners continue accessing their primary education? Choose from options given;

- i) The Government of Kenya: []
- ii) Siblings and Relatives: []
- iii) NGO'S in the sub-county: []
- iv) Chiefs and their assistants: []
- v) Others (Specify):_____

7) a) Has your family ever been displaced as a result of ethnic related attacks involving your community and the neighboring community? Yes [] No []

b) If your answer to Q7a above is 'yes' how was your education as an individual affected? Explain briefly; _____

8) A part from deaths and theft of livestock you witnessed that was as a result of ethnic attacks involving two communities in this region, what else resulted from the attacks? Explain briefly.

SECTION 4: RESPONDENTS' RECOMMENDATION ON EFFECTS OF ETHNIC RELATED CONFLICTS AND THEIR INFLUENCE ON LEARNERS' ACCESS TO PRIMARY EDUCATION IN SIGOWET SUB-COUNTY.

This section contains 4 questions solisting for information from the respondent on what should be done in order for primary school learners in Sigowet sub-county to continue accessing their education without any hindrance. As a respondent, you are kindly requested to give your recommendations which you think may help in ensuring maximum security and peace in the area.

1) a) In the attacks you witnessed between two communities in this region, did your family loose any property to the attackers? Yes [] No []

b) List all the properties your family lost as a result of the ethnic conflicts you witnessed:___

2) Briefly explain how destruction of your family property affected your access to quality primary education in your school:_____

3) Who in your opinion is responsible for ensuring there is security in your community? Please explain briefly below:_____

4) What role did the police play in the ethnic attacks you witnessed in your community?_____

5) a) Do you think you as a pupil in this school have a role to play in ensuring there is peace between your community and your neighbouring community? Yes [] No []

b) If your answer to Q5a given above is 'yes' explain briefly your role:_____

7) What in your opinion should be done in order for security and peace to be maintained within your community and those living along the borders?_____

8) Explain briefly what the government and stakeholders MUST do in order for all children of school going age to access quality education in their schools:_____

Thank you very much for your time and cooperation.

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- < 1% match (student papers from 31-Oct-2019)