

**EFFECTS OF POST-ELECTION VIOLENCE ON PUPILS'
PERFORMANCE AT KENYA CERTIFICATE OF PRIMARY
EDUCATION IN PUBLIC PRIMARY SCHOOLS IN WANJOHI
RESETTLEMENT FARM, NYANDARUA, KENYA.**

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the degree of Masters in Education in Emergencies**

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DECLARATION

This research project is my original work and has not been presented for a degree
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DEDICATION

This research project is dedicated to my husband Charles and my children Audrey, Alvaro, Gloria, Jose and Lisa.

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LIST OF ABBREVIATIONS AND ACRONYMS

AIDS	Acquired Immuno- Deficiency Syndrome
EFA	Education for All
EiE	Education in Emergencies
FATA	Federally Administered Tribal Areas
FDSE	Free Day Secondary Education
FPE	Free Primary Education
HELB	Higher Education Loans Board
HIV	Human Immuno- deficiency Virus
IDPs	Internally Displaced People
KCPE	Kenya Certificate of Primary Education
MDGs	Millennium Development Goals
PEV	Post Election Violence
UNHCR	United Nations High Commission for Refugees

ABSTRACT

The purpose of this study was to investigate the effects of post election violence on pupils' performance at KCPE in public primary schools in Wanjohi IDP resettlement farm in Nyandarua County. The objectives were to determine the effect of displacement, loss of family members, and loss of family property and resettlement of families after post election violence on KCPE performance of public primary schools in Wanjohi farm. The study was based on Jerome Bruner's constructivism theory which stresses the importance of contextualizing of pupils' curriculum.

The study adopted the descriptive survey design and targeted all the twenty six public primary schools, twenty six head teachers, twenty standard eight teachers, two hundred and twenty standard eight pupils, five community leaders and forty KCPE graduates living in Wanjohi farm. A sample of sixty six pupils, five head teachers, twenty teachers, five community workers and twelve KCPE graduates was selected through purposeful and random sampling techniques. A total of twenty eight interviews and five focused group discussions were carried out. The results were qualitatively and quantitatively analyzed.

It was established that displacement affected learning and examination performance by about 15.4 percent mainly with overcrowding of classrooms causing a shortage in learning materials. 77.8 percent of the teachers indicated that there was high level of overcrowding especially between standard one and four. The teachers said that this was because the children were small in size and it was easier for them to squeeze in a smaller place while the bigger ones required their own desks. 48.3 percent of the school boys and girls indicated that displacement also led to pupils missing school for long periods of time causing inadequate content coverage and poor examination preparation.

84.4 percent of teachers and community members upheld that loss of family members affected classroom learning and performance in examinations. Many times the pupils were traumatized because they had witnessed a lot of violence. Trauma interfered with the teaching and learning and hence performance in examinations.

83 percent of the teachers indicated that the loss of family property led to financial difficulties among other things. The pupils were left without their basic necessities and hence fared poorly in the classroom.

Families were resettled and helped the pupils to settle and hence work better in school. The findings from 60 percent of the community leaders indicated that most of the parents opted for rabbit farming because of their fast outcome.

However the good intentions of the donors in resettling the IDPs were not fully realized as many of the small businesses started did not take off.

In view of the findings, the study recommended that the education sector be more enlightened on the effects of displacement due to violence on education and academic performance in order to elicit faster response and curb the negative effects of violence on learning. Further the Ministry of Education should put into place more personalized counseling for pupils traumatized through violence and death of family members so that healing takes place faster and facilitating better learning and examination performance.

The study also recommended the setting up of emergency units by the government so as to provide faster financial assistance to violence victims hence having minimum negative effect on learning and examination. Together with the financial assistance, it was recommended that the parents and care givers be given skill that will enable them to run and sustain their businesses so as to reduce the poverty level and be able to support their children's education better.

The study established that displacement due to the post election violence disrupted learning as the pupils had to change schools to safer areas. Joining new schools abruptly also caused overcrowding in the classrooms and interfering with the pupil: ratio. The pupils also missed out on school time because of the displacement and thus missed out on the content that was taught while they were away. Catching up was difficult and could have affected the preparation and handling of the KCPE examinations.

The findings also revealed that families lost their property and hence their source of livelihood. It resulted in difficulties in providing for the basic needs of their children as well as the learning materials. With lack of essentials, it was hard for the pupils to do their best in their class work as well as examinations.

The pupils also witnessed the death of family members. These experiences traumatized them and interfered with their learning process.

The study also showed that resettlement gave the pupils a sense of security as they had a permanent shelter. For most of the families the financial problems were still there as most of the parents' and care givers' efforts to pick up in small businesses were not so fruitful. The levels of poverty in the camp are still very high implying that getting the basic needs is still a problem. However, the pupils' determination to learn seemed to overcome the obstacles and the general KCPE performance has been on the increase for the last two years.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

According to Sifuna, 1994, education has been seen as necessary for the acquisition and fostering of knowledge, skills and values which lead to productive activities in an individual, making him/ her an acceptable member of the society as well as being important in promoting economic and social development. In more advanced nations, education is viewed as a primary means of solving social problems (Worthens and Sanders, 1987). These authors further state that in some cases, the future welfare of nations has been placed squarely on the shoulders of schools and universities. This thus stresses the importance of education worldwide despite the differences in the organisation, content and structure of the educational system as well as cultures.

The government of Kenya has shown its commitment to the provision of quality education and attainment of the Education for All (EFA) and Millennium Development Goals (MDG) goals by providing Free Primary Education (FPE) and Free Day Secondary Education (FDSE). However, conflict has a devastating impact on education both in terms of suffering and the psychological impact on the pupils, teachers and communities as well as the degradation of the education system and infrastructure (World Bank, 2005).

The provision and acquisition of education is such that there is an evaluation test or examination at different levels. This is done in accordance with a country's system of education and education objectives. The testing or examination is a way of gauging the pupils' understanding of what has been learnt. The Session Paper no. 6 of the Presidential Working Party of 1981 saw Kenya adopting the 8-4-4 system of education with eight years of primary education, four years of secondary and four years of university education (KNEC, 2012). At the end of the learners' primary and secondary schooling there is a national examination. It is taken for granted that the learners have been in school throughout the stipulated period and that quality teaching and learning has taken place.

The examination performance is a very important component of the whole education system. Performance or summative assessment of learning outcomes is the measuring of learner's progress and ability against learning objectives (Sumner, 1991). Students' performance can also be used to determine their promotion and selection to the next level of education.

A learner's performance in school may be determined by a number of things like availability of teaching-learning materials, quality of teaching, teacher's classroom organization, health and nutritional status of the child, parental and community support and beliefs regarding education, the socio economic context of the child and past school outcomes among other things (Eshiwani, 1993).

Conflict and violence worldwide also has an adverse effect on the performance of learners because in conflict or violence situations, learning is disrupted and learners affected. Since 1970s, Colombia has experienced violence mainly due to the government's effort to combat paramilitary groups and illegal armed actors connected to drug trafficking. The result is that Colombia has one of the largest populations of IDPs in the world (2012 UNHCR Country Operational Profile in Colombia).

Examination performance may be affected in such areas in various ways; the children may miss long periods of learning thus failing to cover the expected content and preparing adequately for examinations. They may be grossly affected by the trauma of losing their family members, homes as well as witnessing extreme violence. Furthermore because of the loss of family livelihood, most children may be forced to work to help support the family (2012 UNHCR Country Operational Profile in Colombia).

In Pakistan, there have been several cases of religious intolerance. An example is when Sikhs and Hindus fled the Muslim dominated areas because they were forced by the Talibans to pay fifty million rupees as tax (Din, 2010). Because of the tense situations, families barred girls from attending school fearing for their safety. The girls missed out on school time due to this and thus fail to cover the expected curriculum in preparation for examinations. Loss of family members, property and exposure to horrific violence has left many struggling with a sense

of uncertainty, insecurity, fear and mental distress (Din, 2010). In addition, schools were bombed and teachers murdered. Very many children had their learning interrupted for the whole duration of their displacement because absenteeism makes it difficult for the content to be covered and assignments to be done well (Eshiwani, 1993).

In 2011, up to 100.000 people had fled their homes and were internally displaced and living in settlements in the north of Burundi (Internal Displacement Monitoring Centre, 2012) because of the prolonged conflict between the Hutus and Tutsis. The Tutsis were the upper class and power holders with the Hutus being the suppressed. In 1972, Hutu rebellion triggered by Hutu militants from the Burundi community in Tanzania led to repression by the Tutsi- dominated army and the death of thousands and displacement of about 30,000. In 1993 there was a coup in Burundi. President Ndadaye, the first Hutu president was assassinated. Fighting broke out between government forces and Hutu rebel groups. Most of the people displaced at this point were mostly Tutsis. In 1994 another Hutu president was killed leading to a full blown civil war and genocide. The result of all this has been displacement, trauma, loss of life and livelihood and interruption of education among others. Where there is no peace and stability, quality teaching and learning may not take place leading to poor academic performance (Nicolai, 2003).

The Kenyan history has been frequently plagued by internal displacements from the colonial era when the white men took the African's land and forced them to settle in reserves through to violent evictions accompanying the 1992, 1997, 2002, and 2007 elections being the climax (Waki Report 2008). In other areas like Nyamira and Kericho displacement was due to disagreements about borders and land. Furthermore, cattle rustling and banditry was the prevalent cause of displacement in the Pokot and Tana River districts.

According to the Waki Report (2008), violence has been part of Kenya's electoral process since the restoration of multi-party politics in 1991. However, the violence that rocked Kenya after the 2007 general elections was by far the most deadly and the most destructive ever experienced. The violence spread and affected all but two provinces, in both the urban and the rural parts of the country. From the above report, there were a number of reasons; there was increased personalization of power around the presidency and a belief that it was an advantage to belong to the president's ethnic group. Communities resorted to violence to attain and keep the power. There was also perceived rigging of elections leading to attacks based on people's ethnicity and their supposed political leanings. Over time, the deliberate and unpunished use of violence by politicians to contain power has also led to an increase in a culture of violence and impunity. Some ethnic groups also felt that they had been marginalized as far as the sharing of the country's resources is concerned. This led to a climate of tension and bitterness, waiting for any form of ignition to explode. Furthermore,

there was a rise in the number of educated unemployed youths resulting in recruitment into militia groups and organised gangs who were easily used by politicians.

As a result there was massive killing, looting and destruction of property, food crops and livestock. About 1220 people were killed and 3,500 injured after the announcement of the presidential results at the end of 2007 which were rejected by the opposition (Kenya Red Cross Society, 2008). A population of about 600,000 people was forced to leave their homes, farms and businesses while fleeing. Learning was interrupted and learners affected by the many things they, their families and communities had been through. All these may have had an effect on their education and hence performance; yet the Kenyan education system is very examination oriented and what matters in the long run is the fact of passing examinations like KCPE in order to be eligible to go to the next level .

This study attempts to highlight some of the issues which might have influenced the KCPE performance especially for the children affected by the 2008 post-election violence who formed the Kirathimu and Word of Faith Internally Displaced People (IDP) camps in Limuru. These IDPs were forced to flee their homes during the Post- Election Violence (PEV) in 2008. After the 2007 elections held in Kenya there arose a dispute over who had won the election. The result was the post-election crisis. Many people lost their lives depending on what ethnic community they belonged to and where they lived. Many families were

also displaced; lives and property were lost and destroyed in the process (Kenya Red Cross Society, 2008).

The Kirathimu and Word of Faith Camps are just but a small portion of the IDPs resulting from the post- election violence. Some two hundred and thirty eight families have since been resettled in Wanjohi Farm through a project of Kianda Foundation; a non-profit making organisation whose aim is to empower the girl-child through education. These families were living in Kiambaa in Eldoret, a region in which they were perceived to have voted for a party that the ethnic members of the region did not support. They fled and took refuge in a church when the persecution began in Eldoret (Kianda Foundation 2012). Unfortunately, members of the enraged local ethnic community came and set the church on fire while they were still inside, burning thirty people to death. The 238 families comprise a majority of the people who lost their family members in that massacre.

The Kirathimu and Word of Faith camps were near an educational centre established by the Kianda Foundation, called Kimlea Training Centre. This centre with the permission of the chief (local authority of the region) offered assistance like treating the burns and counseling. Kianda Foundation later purchased the Wanjohi Farm to resettle the IDPs (Kianda Foundation 2012).

Before resettlement, the Kirathimu and Word of Faith IDP camps had typical challenges like overcrowding, poor infrastructure and hygiene as well as inability to cope with the psychosocial and economic strains due to their displacement,

spread of HIV/AIDs, sex trade and a rise in child mortality (Kianda Foundation 2012). Their school attendance was severely affected in many ways; their homes had been destroyed, family members killed and many maimed. Many who previously were able to get their basic needs were reduced to extreme poverty. Many of the learners had witnessed or experienced intense violence (Kianda Foundation 2012).

There may have been lack of teaching and learning materials, learning spaces or shortage of qualified education personnel as a result of this. Despite all these, the learners in these situations were still expected to undertake the usual curriculum and examinations at the end of the specified time. There is hence the need to find out how pupils were affected by the skirmishes and displacement during the KCPE examinations.

Wanjohi has twenty- six public primary schools with five public primary schools within the vicinity of Wanjohi farm (DEOs Office, Nyandarua 13th May 2013). These five were those accessed by the displaced children when they re-settled on the farm.

Below is a table showing the KCPE performance of the five schools for the period 2007 to 2012.

Table 1.1 KCPE Performance of some public primary schools in Nyandarua

Source: DEO Nyandarua 2013

Primary school	KCPE mean score					
	2007	2008	2009	2010	2011	2012
Ngarua Rironi	350.1	311.2	348.3	315.7	332.3	344.5
Wanjohi	259.3	237.0	213.8	203.3	230.3	232.5
Mubau	261.4	254.3	235.3	286.6	247.2	286.1
Munyuini	243.7	250.5	231.1	241.4	260.6	224.5
Miti Itano	278.6	278.9	297.0	269.7	264.4	275.4

There is a general decline in three out of the five schools in 2009 compared to 2008 which could be attributed to the election violence. There is also a slight improvement in the performance from 2010. This could be due to the resilience of many of the pupils. Resilience is the ability to bounce back or recover after a big upheaval in one's life. The pupils could have recovered and picked up their life after the PEV.

1.2 Statement of the Problem

In 2008, Kenya experienced the post-election violence which resulted in about 600,000 people fleeing their homes in search of safety (Kenya Red Cross Society 2008). There were many IDP camps set up in many areas of the country. Displacement may have interrupted learning. The government and humanitarian

aid workers helped to help the situation. The Ministry of Special programmes established the Mitigation and Resettlement Department whose task to organize for the IDPs to return to and settle in their homes. It was also to assist the IDPs to construct their homes, provide transport and construct social amenities. Families were given Kshs10, 000 each to enable them restart their lives. A number of humanitarian workers and NGOs especially the Kenya Red Cross Society came in and provided aid in different ways (IDPs in Kenya- download).

On the other hand, the schedule for the KCPE examinations remained the same despite the disturbances. Nothing much was done to specifically address the problem faced by school going children in IDP camps. There is the need to find out how pupils were affected with skirmishes and displacement during KCPE examinations between the period 2007 and 2012.

1.3 Purpose of the Study

The purpose of the study was to investigate the effects of post- election violence on the KCPE performance of pupils in public primary schools around Wanjohi Farm in Kipipiri Division, Nyandarua District during the period 2007 to 2012.

1.4 Objectives of the Study

The study was guided by the following objectives:

- i. To determine the effect of displacement of the families during the PEV on the KCPE performance of public primary school pupils in Wanjohi Farm.

- ii. To determine whether loss of the pupils' family members during PEV may have affected their KCPE performance.
- iii. To analyze the effect of the loss of property of the pupils' families during the violence on the KCPE performance of primary school children in the Wanjohi Farm.
- iv. To establish the extent to which the resettlement of the affected families may have affected the KCPE performance of pupils in public primary in Wanjohi Farm.

1.5 Research Questions

The study aims at answering the following research questions:

- i. To what extent did the displacement of the families during the PEV affect the KCPE performance of public primary school pupils in Wanjohi Farm?
- ii. Was there a relationship between the loss of family members and the KCPE performance of the pupils in Wanjohi farm?
- iii. In what ways could the loss of property of the pupils' families during the violence have affected the KCPE performance?
- iv. To what extent may the efforts to resettle families in Wanjohi Farm have affected the KCPE performance of public primary school pupils there?

1.6 Significance of the Study

It was hoped that the study would present information that is useful to the community, teachers and the Ministry of Education on the rising needs of the displaced pupils which have to be met for the effectiveness of learning to take place.

The information could provide more public awareness of people affected by conflict especially within the country. Humanitarian groups would be more aware of the plight of IDPs in continuing their education while displaced and their being disadvantaged in examinations causing them to be marginalised hence needing more attention. Through the findings it was hoped that efforts could be put in place in finding solutions to the problems which face learners in conflict situations. The study could also be useful to curriculum planners on the need to include education in emergencies in the school curriculum. The result of the study could open further research on how violence affects academic performance of pupils

1.7 Limitations of the Study

According to Mugenda and Mugenda (2003), a limitation is an aspect of research that may influence the results but over which the researcher has no control. An example could be the attitude of the respondents.

Though the study does provide important insights, it was not possible to make generalizations to broader populations. This was because the study is done in only

one IDP resettlement camp and might therefore not have reflected the situation in other camps.

There are many other factors that could have influenced the performance especially since the target group has been in school for at least four years after the 2008 post-election violence. Some of the target group members might not remember clearly what happened as they were very young. An interview with some of the community elders helped solve the problem.

1.8 Delimitations of the Study

These are the boundary limitations (Orodho, 2004). The study will be carried out on the two hundred and twenty standard eight pupils in public school living in Wanjohi Farm, twenty teachers who teach the standard eight pupils, five head teachers and five community elders living in the farm. This is because the pupils currently in standard eight were actually affected by the violence however young they were. The teachers were presumably the ones who received the pupils when they resumed school attendance after resettlement. The community members were involved in the violence as well and may understand better the issues facing the pupils.

1.9 Assumptions of the Study

These are statements of what the researcher may state as facts yet they are not verified. (Mugenda and Mugenda, 2003).

The following are the assumptions of the study:

- i. That those involved in the study would cooperate and give genuine answers to the questions.
- ii. That the respondent teachers were the same ones who were there when the pupils affected by PEV were re- admitted into school.

1.10 Definitions of significant terms

Conflict refers to a great disagreement between two groups of people (tribes or races), resulting in fighting, death, destruction of property and displacement.

Education refers to a formal giving and acquiring of knowledge from pre-school through primary, secondary, and college or university with examinations from one level to the next.

Internally Displaced Persons (IDPs) refer to people who have fled their homes because of conflict and seek safety in another place within the country.

Learners refer to any children or youth who are of school going age.

Performance refers to the academic outcome that is as a result of examination done at different levels.

Post- election violence refers to the ethnic conflict as well as the fighting that took place between different political groupings in early 2008 after claims that election results had been rigged in order to put some particular tribe in power.

Wanjohi Resettlement Farm refers to the particular piece of land in Kipipiri, Nyandarua District where some of the IDPs from the Word of Faith Camp have resettled.

1.11 Organisation of the Study

This study is organized into five chapters. Chapter one is the introduction. This includes the background of the study, the statement of the problem, purpose of the study, objectives of the study, statement of the problem, purpose of the study, objectives of the study, research questions, limitations and delimitations of the study, the basic assumptions of the study and definition of significant terms. Chapter two deals with the literature review. Within this chapter are views on education and conflict, displacement of families and examination performance, the death of family members and pupils' performance, destruction and loss of family property and examination performance, family resettlement and KCPE performance, summary of literature review, theoretical framework and finally conceptual framework. Chapter three is the research methodology which consists of research design, target population, sample size and sampling procedure, instrument validity and reliability, data collection procedures and data analysis techniques. Chapter four deals with data analysis and discussions of the research findings. Chapter five deals with the summary of the findings, conclusions, recommendations of the study and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The literature review aimed at reviewing the critical points of current knowledge including substantive finding as well as the theoretical and methodological contribution to a particular topic (Kagawa, 2005). The literature review on the study included the following sub topics: Education and conflict, displacement of families and examination performance, death of family member and pupils' performance, destruction and loss of family property and examination performance, family resettlement and KCPE performance and finally the summary of the literature review.

2.2 Education and conflict

Education is a fundamental right of all children at all times no matter the circumstances. The International Journal of Education Development 28 (2008) further avers that education is one of the building block of human development; a foundation for progress. Save the Children (2012) states that education is the cornerstone of a holistic sustainable response that sources the protection and development of all children. It is placed almost together with the basic needs of food, clothing and shelter in conflict and crisis situations.

If education is taken care of and quality learning takes place, even in an emergency situation, the performance of the learners may not be too adversely

affected by what they have been through. The learners' physical, psychosocial and cognitive needs will be taken care of and as much as possible a sense of normalcy restored (International Save the Children Alliance, 2009). More specifically, it means that the outcome of KCPE results within the conflict affected areas would be good and the learners would have a better chance of proceeding to the next level of education.

The numbers of internally displaced persons (IDPs) worldwide is on the rapid increase. According to the International Institute of Education Planning, 2010, the total IDP population in 2004 was four million from at least 49 countries with 70-80% being women and children. Most of these are in Africa and one third of these are without UN involvement in assistance. There are at least twenty seven million children and youth globally who are affected by armed conflict and who lack access to formal education, ninety percent of who are IDPs (Women's Commission for Refugee Women and Children, 2004). Success in education is usually gauged by the examinations given. In Kenya, the end of primary learning is crowned by the KCPE (KNEC, 2012).

So far a consideration of the school facilities, infrastructure and the state of mind of the learners are neglected when administering the examinations yet how well a learner responds to the teaching- learning activity and eventually performs in the examinations depends on many factors. According to Eshiwani (1983) these factors can be grouped into those related to school resources like textbooks,

library and laboratory facilities; teacher characteristics like the professional training experience and commitment and those related to students like student's experiences and social backgrounds. Mullis, Alivemin et al (2005) stresses this and as well as the need to study these factors especially at primary school level where the basis of children's interests, motivation and success in living is established.

In times of conflict, states are responsible for ensuring the provision of education for the affected children (International Institute of Educational Planning, 2011). However, many times the state is unable to provide for education because of lack of proper national governing policies. According to Nicolai, 2003, many times the government is unable to provide education for children in times of conflict. This leads to irregular or lack of attendance of school going children. Because of this, there will be irregular coverage of the learning content and inadequate preparation and handling of examinations (Nicolai, 2003).

Carrying out education response during and after an emergency is still a problem. This could be due to lack of prepared of the states in providing education in emergencies. During conflict there is a lot of destruction and death. This means that there is need to find both short and long term solutions for the learning facilities as well as training of educational personnel (Nicolai, 2003). This is because teachers are also displaced as a result of violence. The education

personnel could thus be reduced and those available may be poorly trained and unable to provide quality education.

Conflict is detrimental to individuals or group performance as it inhibits cognitive functioning and distracts individuals' learning and causes them to work less effectively hence producing poor results (Jehn and Mannix, 2001). In conflict situations such as PEV, displaced persons are very vulnerable in various ways (United Nations, 2005). Among the list is trauma, fear, separation from family members, social networks and communities, lack of shelter or problems related to camps, loss of lives of family members loss of property, interrupted learning period, loss of personal documents which often restrict access to education services etc. All this may cause a challenge in the teaching learning process including preparing and doing exams.

Education of IDP children worldwide faces a number of challenges e.g. lack of schools, trained teachers, confusion over curriculum and language of instruction and difficulty in the coordination of the different actors among other things (Dryden-Peterson, 2010). These hindrances may affect whatever classroom learning that may have been organised in the conflict situation thus interfering with quality learning.

Conflict wreaks havoc with markets, supply lines, infrastructure. People lose their jobs while others are afraid to work in their fields and cannot take their children to school fearing for their safety (World Bank, 2006). People will tend to move to

areas where they feel they can survive. They are then forced to start their lives afresh. In the process, the children's education is interrupted and performance affected because the syllabus may not be well covered in time for the KCPE examinations.

2.3.1 Displacement of families and examination performance

Internally displaced persons move and settle in spaces that are already occupied. This may lead to a strain on the community and public services because of the sudden unplanned surge in population (World Bank, 2006). The education facilities may also be affected especially the teacher-pupil ratio. The result of this would be inadequate learning materials and textbooks, abstract learning and poor examination performance.

In conflict and war in which PEV is included, hordes of civilian population are repeatedly forced to move (International Institute for Educational planning (2011). Since this movement is hurried and unplanned for, the people tend to leave their property behind. Sometimes as in the case of PEV the people fled and their property was burnt down or looted (Kenya Red Cross Society, 2008.) With the loss of families' livelihood, parents are unable to pay the school levies leading to irregular school attendance as the children are sent away from school when the levy is not paid (Dryden- Petersen, 2010). There is then loss of teaching – learning hours and inadequate syllabus coverage which may result in poor examination performance. (Eshiwani, 1993).

Learning is often disrupted because of insecurity, lack of teachers or attacks directed at schools and teachers (UNICEF, 2005). For instance, Nicolai (2003) says that learning stops as focus shifts to survival needs like food and shelter. These factors impact on the teaching – learning process and may later affect the KCPE performance of the affected children.

Ferris and Winthrop (2010) say that conflict causes people to leave their homes. When people do not feel safe in their communities and when other coping strategies (such as hiding or negotiating with other warring groups) do not work, they flee. Two million Pakistanis fled the NWFP area of Pakistan in 2009 because of fighting between the government and the Talibans. As they fled, they left their homes, farms and other property they may have owned. This means that wherever they resettled, they would have problems in terms of livelihood including education. The children would most probably miss school or drop out altogether. When they miss school for a length of time it means that they are missing out on the content and will have difficulties in covering the syllabus hence being poorly prepared for examinations.

According to World Bank (2005), conflict has a devastating impact on education. Up to one hundred internally displaced people were living in mid 2011 in settlements in the north central of Burundi due to inter-ethnic violence, (International Displacement Monitoring Centre, 2012). In the Democratic Republic of Congo, the conflict in 2008 disrupted education of many children in

North Kivu, where nearly one million people were displaced. Only 34% of the children had access to education. Again their fleeing meant that their lives as well as education were interrupted.

2.3.2 The death of family members and pupils' performance

Children may be traumatized by the death and violence as well as by their parents' fears and distress (UNICEF, 2008). Din (2010) points out that during the conflict between the Pakistani government and the rebel militants, many children witnessed their family member being killed as well as other acts of extreme violence. These children were traumatized by what they had witnessed. These experiences will be carried into the classroom whenever learning resumes hence interfering with learning and preparation for examinations. The trauma inhibits the learning process and children end up not learning (Nicolai, 2003), in which case examination performance will be poor.

The aftermath of civil war has left Somalia without a stable government. (UNESCO, 2005).The education system has completely collapsed, with estimates of the number of children attending school at only 10 per cent. Many areas have been without an operational school for the past ten years, and many others have been faced with repeated interruptions and destruction to property. The attacks on schools cause the children and teachers to flee to safety. During the civil war many teachers were victims of violence. Others fled the country. With lack of trained teaching personnel, the quality of education declines (Nicolai, 2003). The

learners are poorly prepared for examinations and consequently handle examinations poorly

The genocide in Burundi in 1994 (Internal Displacement Monitoring Centre, 2012) could have resulted in many children who witnessed the murder of their family members. Furthermore, a number of them were left orphans without any means of supporting themselves. The older children then end up looking for employment in order to cater for their family needs. As a result there is absence from school and poor examination performance as a lot of content is not covered. According to the Waki report after the 2008 post- election violence in Kenya, many fleeing groups were killed or assaulted in presence of their family members. Any children who witnessed these killings may have been traumatized. With trauma little learning takes place as the learners are in need of psycho-social healing (Nicolai, 2003). The handling of examinations may thus be hampered and examination results poor.

2.3.3 Destruction and loss of family property and examination performance

Displaced people have mostly left or lost all their wealth and means of livelihood and is thus not able to pay any levies expected of them (Dryden-Peterson, 2010). The school age children will thus not have access to education or end up attending school irregularly which affects their academic performance. Displaced children may have to join new schools in the new places where they settle. This might be a strange environment. The teachers may not understand the circumstances under

which their pupils live and hence will be unable to give them the necessary assistance (INEE, 2008).

Sometimes the language of instruction may be different from the one the child was used to. The teaching-learning process may be disturbed leading a negative effect on the pupils' performance. When teachers are not well trained, the teaching and learning is also inadequate as is the preparation and handling of examinations. Dryden- Peterson (2010) further argues that teachers are the cornerstone of education. Conflict affects teacher training, employment and remuneration. Teachers may have low morale and motivation and hence may not work as well if these factors are not put into consideration. With lack of quality teaching, examination preparation may be inadequate leading to poor examination performance.

In Rwanda, more than two thirds of the teachers of primary and secondary schools were either killed or fled. In Cambodia, the carnage was even greater leaving the system with almost no trained or experienced teachers. Lack of trained teachers may lead to low pupil: teacher ratio which lowers the effectiveness of the teaching learning process and hence the performance (World Bank, 2005)

During conflicts, children often end up working to help cope with the families' economic needs (World Bank, 2010). They may also be forced to be the head of the family if the parents were killed or the family got separated during the

displacement. In the process, learning may not be given full attention and performance will hence be affected.

2.3.4 Family re-settlement and KCPE performance

Displaced persons may live in camps or among local communities with relatives or friends or in rented houses or homes built for them by various aid workers. (United Nations Guiding Principles on Internal Displacement, 2005)

Providing education in camps may be a challenge because of the hard living conditions and poor services inside the camps. Many children may be forced to miss out on school for a period of time or even dropout all together during a crisis because of the hardships. In Mali in July 2012, UNICEF estimated that more than three hundred students were unable to return to vandalized and closed schools in the north due to insecurity (Save the Children, 2012). Sometimes the schools are few and far from the camps leading to difficulty in getting to school regularly. With this, assignments may not be done well and content is missed which may in turn affect the examination performance (Eshiwani, 1993).

2.3 Summary of literature review

The literature review has given an insight of some of the factors that may affect teaching and learning and hence performance during conflict situation. Different factors are key in different situations. In Pakistan children missed out on school because of fear of recruitment by the militia and attacks on schools. In Somalia, lack of learning was mostly due to the lack of infrastructure as a result of war. In

Kenya, interruption of learning was due to displacement caused by PEV and its related factors. The literature review shows us that violence disrupts learning. However, it does not give us a very clear picture of the extent to which learning and examination performance may be affected.

2.4 Theoretical framework

This study anchors on the constructivist theory of Jerome Bruner. Learning is an active part process in which learners construct new ideas and concepts based on their current and past knowledge. (Bruner 1966) The role of the instructor is to encourage students to learn. He/ she should translate the content in a manner appropriate for the learner to understand. According to Bruner, a theory of instruction should contextualize the content for the learner. Bruner's theory suggests that learning should be considered in the broader concept of what the society hopes to achieve. In conflict situations the society hopes to achieve peace, return to normalcy as well as livelihood and life- saving skills. It is therefore necessary according to Bruner to provide this kind of curriculum. Bruner further stresses that a curriculum should be determined by what it hopes to achieve. What is to be achieved will further determine the structure of the assessment, the teaching learning methods and ways of making learning more effective.

Bruner further argues that learning should be practical, not a simple mastery of facts and techniques. In conflict situations, practical approach to learning will tend to be more relevant because it takes into consideration the experiences of the

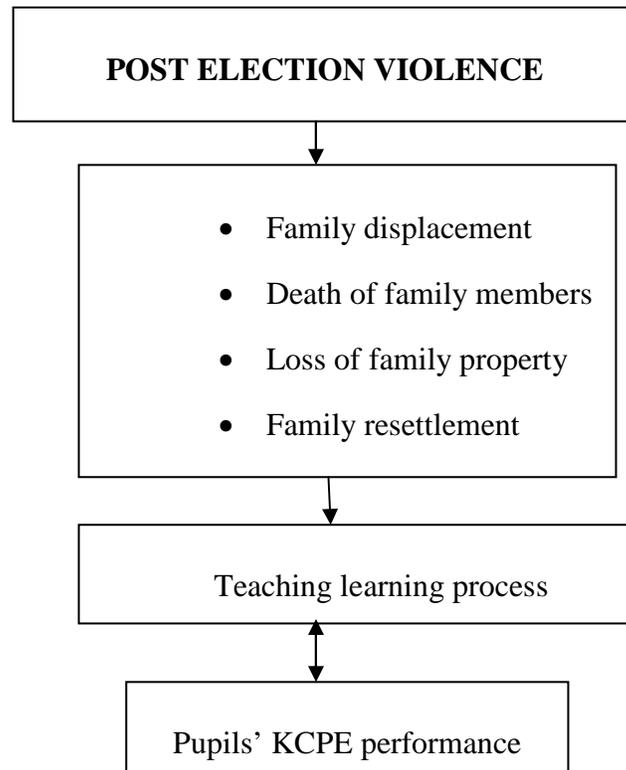
learner and sometimes even helps in the healing process. He also says that learning should be analytical to help learners think and solve problems they encounter. This would be relevant in a conflict situation in helping the learners develop life skills.

Conflict interrupts teaching and learning. When education resumes it is necessary to consider the circumstances of the learners. The teachers have to bear in mind what the learners have been through and apply learning that will take care of the physical, cognitive and the psychosocial needs of the learner. Brunner's theory helps one to understand a bit of the complexities of the impact of conflict and violence on education and academic performance.

2.5 Conceptual framework

The conceptual framework is a system of concepts, assumptions, expectations that support and informs ones research (Sarantakos, 2005).It is a visual or written product that explains either graphically or in narrative form, the main things to be studied (download [http:// www.sagepub.com](http://www.sagepub.com), undated). The conceptual framework shows the relationships between the dependent and the independent variables. In this study the conceptual framework shows the diagrammatical expression of how the factors resulting from post- election violence may affect the KCPE performance.

Figure 2.1 A model of relationships between factors due to post- election violence and KCPE performance



In this study the dependent variable is the KCPE performance while the independent ones are family displacement during the emergency, death of family members caused by the PEV, loss of family property and family resettlement. The mentioned factors all tend to influence the teaching learning process which in turn affects the KCPE performance.

The independent variables also affect the quality of teaching and learning and hence the examination outcome since examinations test what has been taught and

learnt. The KCPE performance has an impact on the teaching learning process in that both the students and learners may be motivated or otherwise depending on the results hence working harder or otherwise. This phenomenon however, is not within the current study and has thus not been elaborated on.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Research methodology, according to Dawson (2009), is the philosophy or the general principle guiding the research. It is the overall approach to studying the topic and including issues, constraints and ethical choices within the research. The areas tackled here are research design, target population, sample and sampling procedure, research instruments, validity and reliability of instruments, data collection procedures and data analysis procedures.

3.2 Research Design

A research design refers to methods used by researchers to explore relationships between variables, to form subjects into groups, administer measures and analyze the data (Dawson, 2009). It ensures that the study addresses the research problem adequately. The design of the study was descriptive survey design. This design uses one or more variables to collect data and then attempts to explain the status of the variables using the collected data (Mugenda and Mugenda, 2003)

Descriptive survey design was used because it is an attempt to get information describing the existing phenomena by asking the respondents about their perceptions, attitudes, roles and values on the effect of the violence on KCPE performance.

3.3 Target population

This is the population to which the study wants to generalize the results. (Mugenda & Mugenda, 2003). It is the total number of people under investigation. The study was carried out on the 220 standard eight pupils in public school living in Wanjohi Farm, 20 teachers who teach the standard eight pupils, 5 head teachers and 5 community elders living in the farm (the chairman, vice chairman, the secretary, treasurer and the assistant treasurer) and forty KCPE graduates living in the farm..

3.4 Sample size and Sampling Technique

Sampling is choosing a smaller, more manageable number of people to take part in the research (Dawson, 2009). If it is well chosen and used, it enables the researcher to generalize the results to the whole of the research population. Purposeful sampling was used for the choice of all the five schools, the head teachers, the teachers who teach the standard eight pupils and the five community elders. This means that the researcher purposely chose subjects who in her opinion were relevant to the study (Sarantakos, 2005).

Simple random sampling was used in choosing the pupils. Mugenda and Mugenda (2003) recommend a sample size of 10 percent to 30 percent for the study. 30 percent of two hundred and twenty pupils are sixty- six pupils as this gives all the pupils equal chances of being chosen (Sarantakos, 2005). All the pupils were given a number. The numbers were then placed in a container, the

container shaken to mix the numbers. Any number was then picked at random and the pupils corresponding to the number picked are included in the sample (Sarantakos, 2005). The same procedure was done for the forty KCPE graduates giving us a sample of twelve graduates.

3.5 Research instruments

These are the tools used collect data. (Dawson, 2009) The instruments used in this study are focused group discussion (FGD) for the pupils and semi structured interviews for the head teachers, teachers and the community elders. Focused group discussion is a good way to gather a group of six to eight people of similar backgrounds or experiences to discuss a specific topic of interest to the group (Dawson, 2009). FGD brought together the pupils who experienced PEV. They were able to discuss their feelings, attitudes and opinions on what they experienced. The pupils may have felt more confident discussing the issues pertaining to the post-election violence as a group than individually. It was also possible to encourage respondents who were too quiet to participate. The researcher randomly selected the group from the IDP pupils in the schools.

Semi structured interviews are frequently used in qualitative analysis to get highly personalized data. The researcher had a chance to probe the respondent and to go beyond the set questions (Cohen and Manion, 2000). It was also possible to change the order and wording of the questions depending on the direction the interview was taking. The respondents were free to express their opinions and

feelings. The interview also gave a chance for the interviewees to express their opinion regarding the question asked. They were also free to talk for as long as they wanted. The interviewer was able to probe further which may not have been possible with a questionnaire. In both instruments the researcher requested the permission of the respondents to record the interview so that they would not feel inhibited with the researcher writing down their views.

3.6 Instrument validity

Mugenda and Mugenda (2003) define validity as the accuracy and meaningfulness of inferences which are based on the research results. Content validity was used. A measure is considered to have content validity if it covers all possible dimensions of the research topic (Sarantakos, 2005). The research instrument was made in such a way that it covered all the content of the study. It included a check of all the independent and the dependent variable(s) included in the study. In this case it measured the factors affecting KCPE performance during a conflict situation. Piloting was done on two of the schools within the vicinity of Wanjohi farm. The schools and pupils were chosen using simple random sampling. The names of the schools were each assigned a number. Two numbers were picked randomly. Questions for the interviews and focused group discussion were administered in each school and the community members. The researcher obtained comments on the instrument and made the necessary adjustments. The researcher also requested the judgments of the supervisors from the Department of Educational Administration and Planning, University of Nairobi.

3.7 Instrument reliability

This refers to the consistency of an instrument in giving similar results whenever it is administered (Dawson, 2009). This was done using the test-retest method. The same instrument was used two times on the same respondents within a period of two weeks. The researcher conducted an interview and focused group discussion on the sample population, waited for two weeks and repeated the same procedure on the same group. Pearson's product moments correlation formula which is a measure of the correlation between two variables was then used. Reliability is high if the coefficient of correlation is closer to 1 while it is unreliable if the coefficient of correlation is closer to 0 (Mugenda & Mugenda, 2003). The formula is as follows:

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

Where

R is the degree of reliability

X is the score obtained during the first test

Y is the score obtained during the second test

\sum is the summation sign and

N is the number of scores within each distribution (Sarantakos, 2005). The correlation coefficient was calculated and found as follows: 0.78 for the head teachers, 0.76 for the teachers, 0.80 for the pupils, 0.77 for the KCPE graduates

and 0.82 for the community leaders. This is an indication that the instrument were reliable (Gatimu and Ingule).

3.8 Data collection Procedures

The researcher applied for a research permit from the National Council of Science and Technology (NCST). After obtaining the research permit, she presented it to the DEO of the county under study who gave permission for the conducting of the research. She got clearance from the head teachers to collect data from the schools after creating a rapport with the sample schools. The researcher then set dates with the respondents when the research instrument would be administered and met with the respondents on the agreed dates to administer the instruments. The room chosen for the interviews was quiet and comfortable as well as facilitating eye contact.

3.9 Data Analysis Techniques

Once the researcher had carried out both the focused group discussion and the interviews, the data was organized into qualitative and quantitative data and coded to present attributes of measurements of variables. Descriptive statistics was used to summarize the quantitative data using the measures of central tendency. Qualitative data was organised and coded according to the themes as per the usefulness in answering the research questions and report writing.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents the analysis and findings obtained from the responses from interviews to the head teachers, teachers community elders and KCPE graduates as well as focused group discussion on standard eight pupils who were affected by the post election violence. It also provides information on the effect of post election violence on the KCPE performance in public primary schools around Wanjohi IDP resettlement farm in Kipipiri Division, Nyandarua County.

4.2 Instruments return rate

There were five interviews carried out to the head teachers; giving one hundred percent, eighteen to the standard eight teachers; this is ninety percent of the expected number; five to the community elders which is one hundred percent, three focused groups to the standard eight IDP pupils and five interviews to the KCPE graduates living in the resettlement camp. The focused group discussion had a total of forty eight pupils who had been affected by the PEV. This is seventy two percent of the anticipated number of sixty-six pupils while the percentage of interview to the KCPE graduate is sixty two percent. The overall interviews that were done constitute eighty five. Hartman (2002) notes that a fifty

percent return rate is adequate, sixty percent is good and seventy percent is very good. Thus an interview percentage of 85 is good and adequate for the study.

4.3 Demographic information

The study enquired briefly about the demographic information of the respondents (head teachers, community elders and pupils) in terms of their gender, number of pupils enrolled in the 2008/9 and duration in the present schools and camp. This was necessary in order to help clarify the choice of particular respondents since their involvement in the post election violence was key in answering the research questions. The purpose of identifying the gender distribution was in order to ensure gender equity when conducting the interview. It is also key to hear the opinions of pupils and the grown ups regarding their views on the violence and its impact on education. The gender distribution is as indicated below.

Table 4.1 Gender distribution of respondents

Gender	Head teachers		Teachers		Community elders		Pupils		KCPE graduates	
	F	%	F	%	F	%	F	%	F	%
Male	4	80	8	44.4	3	60	25	52.1	5	71.4
Female	1	20	10	55.6	2	40	23	47.1	2	28.6
Total	5	100	18	100	5	100	48	100	7	100

The purpose of obtaining this information was so as to be able to assess the ability of the respondents to give relevant responses during the interviews and focus group discussions

The table shows that 80 percent of the head teachers interviewed were males while the female head teachers were 20 percent. This suggests that school leadership positions in the division were male dominated and the Government policy of at least one- third majority for either gender in public office has not been implemented. The data revealed that 44.4 percent of the teachers while 55.6 percent are females. This could suggest that females still tend to dominate the teaching profession at primary school level. The male leadership dominance is

still noticed in the presentation of data showing the male community leaders at 60 percent while the females are at 40 percent. This could suggest that the traditional attitude that the males are the leaders is still upheld in the division.

The percentage of pupils and KCPE graduates who were males was also higher at 52.1 percent one and 71.4 percent respectively. This could suggest that more boys than girls were enrolled into the schools when the IDPs were resettled. This gender imbalance distorts class balance in mixed schools according Sanderson, 2003.

4.3.1 Enrolment of IDP children in the public primary schools around Wanjohi.

The IDPs were resettled in 2008/ 2009. The number of children enrolled in the 5 schools is as shown in table 4.2

Table 4.2 Enrolment of IDP children in public primary schools around Wanjohi Farm in 2008/9

School	Std 1	Std 2	Std 3	Std 4	Std 5	Std 6	Std 7	Std 8
Ngarua	-	-	-	32	26	23	33	3
Rironi								
Mubau	43	37	35	12	15	8	7	3
Miti Itano	-	-	-	13	8	8	6	2
Wanjohi	-	-	-	9	11	9	7	2
Munyuini	-	-	-	12	7	10	7	2
Total	43	37	45	78	67	48	60	12

The data shows that 32.9 percent of the pupils enrolled in standard one to three, in only one school, Mubau. The chairman of the resettlement farm explained that this was because the children did not have to cross the main road in order to access the school as was necessary in the other schools. The community elders made this decision considering the safety of the pupils as they walked to school since they were very young. Only 34 percent of the pupils who enrolled in the schools were in standard eight. Three head teachers explained that the enrollment to class eight was also very low because the schools gave them an entry test

before admission to standard eight. As the pupils had missed a lot of school time the teachers felt they were not ready for the class gauging by their performance. Resettlement was also at towards the end of 2008 meaning that standard eight pupils had already been registered for the KCPE examination hence the small number as the IDPs from Limuru could not sit for the examination without registration.

4.3.2 Period of time the teachers have been in the present schools.

The head teachers and teachers were asked how long they had taught in the current school and their response is shown in table 4.3

Table 4.3 Number of years the teachers had been in their present station

	Head teachers		Teachers	
Duration (years)	Frequency	Percentage	Frequency	Percentage
1-5	-	0	4	22.0
6-10	4	80.0	9	50.0
Over 10	1	20.0	5	28.0
Total	5	100.0	18.0	100.0

0 percent of the head teachers and only 22 percent of the teachers had been working in the schools for between 1-5 years. The data shows that 80 percent of the head teachers and 50 percent of the teachers had been in the schools for between 6-10 years. This is the period within which the IDPs pupils started getting admitted into the schools. They are therefore able to give more accurate information regarding their experiences then. As all the community elders and pupils had been living the camp since it was set up, they were also very conversant with the questions asked.

From the table it can also be seen that only 20 percent of the head teachers and 28 percent of the teachers had been at their duty stations for over ten years. This could probably be because the Ministry of Education avoids having the teachers in a school for that long as a way of increasing efficiency (Davies and Ellison, 1997).

4.4 Effects of displacement on KCPE performances.

To determine the effects of displacement of families during the post- election violence on KCPE performance the head teachers were asked to comment on whether or not the displacement affected the performance. All of them agreed that it did especially that it caused overcrowding in the class rooms and that the children having missed school for long periods affected the learning of the content and hence preparation for the exams. In addition, 88.8 percent of the teachers and 77.1 of the pupils agreed with the views of the head teachers. They said that

children were enrolled in a number of schools around the resettlement. As they moved into an already occupied space, it meant that the pupils' enrolment caused over crowding in the classrooms. The table below shows the average class size in 2009.

Table 4.4 Number of pupils per class in the public schools around Wanjohi farm

Class	class size (pupils)	expected class size (pupils)	Pupils excess by (Number)	Percentage (excess)
1&2	80	40	40	100
3&4	81	40	41	102.5
5& 6	73	40	33	82.5
7& 8	51	40	11	27.5
Total	285	160	125	312.5

From the table the study shows that pupils in standard one and two exceeded their class size by 100 percent, standard 3 and four by 102.5 percent. 63 percentage of the teachers said that as they were small it was easy to squeeze more of them in the benches in the classrooms. As is seen from the table the numbers reduced in the higher classes with standard five and six at 82.5 percent and standard seven and eight at 27.5 percent. In two of schools, the pupils in std 8 were given an 'entrance' test before being allowed into the candidate class. As many had been out of school for long, they failed badly in these tests and were

made to repeat std 7. This meant that in each of these schools, the number of IDP children in std 8 in the year 2008 was very few hence not affecting KCPE

77.8 of the teachers said that the re-admission of the pupils into schools caused overcrowding. Many of the classes had between fifty and seventy pupils. As the number of pupils in the class was much more than the expected numbers, the teaching learning materials were inadequate. Overcrowding leads to high pupil: teacher ratio. If the pupils are too many, the teaching learning resource may not be enough. Nicolai, 2003 says that when the class numbers are very high because of the large number of IDPs, the schools fail to have the capacity to deal with the shifting displacements. 100 percent of the community leaders claimed that all the pupils' families fled and left everything behind; wherever they resettled, they had to begin afresh; they had no books, uniform, place to study or do homework.

40 percent of the head teachers claimed that many of the pupils had problems settling; they had no shelter and they were living in tents therefore not able to do home work or study. At the time of resettlement, the government had not yet reorganized the food supply and many families had no income to buy food therefore the children were without food for long periods of time. According to UNICEF (2005), when the children go for long periods of time without food, quality learning does not take place as they are too hungry to learn hence poor examination performance.

20 percent of the teachers said that there were parents who were not keen on their children's academic life. They were frustrated about what they had been through and were struggling to look for food. As such, school was not a priority. The parents were not keen to attend school meetings on how to assist their children. According to De Serf, when parents are not too keen on the education of their children it affects the pupils' classroom keenness.

4.4.1 Displacement and absenteeism

Displacement also led to absenteeism in school. The teachers and pupils were asked to comment on whether absenteeism caused by displacement affected pupils performance. They all agreed that absenteeism due to displacement affected learning and the performance as all of the pupils interviewed missed some school after the 2007 elections. The frequency is shown below.

4.5 Frequency of IDP pupil absenteeism in primary schools in Wanjohi farm due to displacement

Period (Terms)	Pupils		KCPE graduates	
	Frequency	Percentage	Frequency	Percentage
One	15	31.3	3	28.6
Two	26	54.2	2	42.9
More than two	7	14.5	2	28.6
Total	48	100	7	100

From the study, 31.3 percent of pupils and 28.6 KCPE graduates missed one term of school; 54.2 percent of the pupils and 42.9 KCPE graduates missed school on average for two terms while 14.5 percent of the pupils and 28.6 percent of the KCPE graduates missed for more than two terms. This means that the content covered within this time was missed by these pupils. They had to struggle to catch up. 60 percent of the KCPE graduates further said that because of the upheavals caused by the PEV, their families lost their source of livelihood. Even after they resumed school their parents were unable to pay any required levies and the pupils were sent away from school. In such cases, the pupils were absent for long periods as the money was not forthcoming. They missed what was taught while they were away.

Absenteeism means that whatever content should be covered within a period is missed out by the pupil who is absent. They therefore have gaps in their content coverage and thus ill prepared for examinations. All the five KCPE graduates said that though they struggled to catch up; it was very difficult and they felt that they were never really able to catch up and hence pick up even in the examination performance. This could explain the drop in some schools mean score after 2009.

4.6 Impact of death of family members on the pupils performance.

To determine whether loss of the pupils' family members during post-election violence may have affected their KCPE performance, the community leaders and

teachers were the first to be asked what their opinion was. 88.9 percent of the teachers and 80 percent of the community elders both agreed that the experiences that the children had been through affected their lives since the time of the violence and more so their examination performance. 61.1 percent of the teachers emphasized that the IDP pupils admitted to the schools were withdrawn and absent minded during the lessons. According to Theron and Distiller, withdrawal, lack of attentiveness or classroom participation is some of the signs of consequences of trauma. The same 61.1 percent of the teachers said that they had to draw the pupils out of their lost thoughts and help them to concentrate in class. When full attention is lacking in class, learning does not take place and hence performance during examinations is affected (Theron and Distiller). Further qualitative analysis indicated both the pupils and KCPE graduates claiming that the loss of a family member did affect their examination performance. KCPE graduates especially were older when the loss occurred and could still remember vividly what had occurred. They were still withdrawn during the interview and it took them time to warm up and talk. The researcher had to keep probing and asking questions in order to get them to give details of their experiences.

40 percent of the head teachers felt that the entry behavior of the pupils was low because of their experiences during the violence as well as the life they had been living in the IDP camps. Their academic ability and discipline was wanting and they found it hard to settle in their new environment could be because of the break in school routine. However, when they settled they worked very hard. Their

speedy settling was enhanced by the simple habit of going to school and working with caring adults in supportive and tolerant environment helping them to recover from their trauma (Save the Children, 2008).

All the pupils and the KCPE graduates had witnessed or lost a family member. The KCPE graduates were older when the elections took pace and could remember vividly what they saw and how they felt. The table below shows number of pupils or KCPE graduates and the family member lost during the post election violence.

Table 4.6 the number of family members lost by the IDP pupils and the KCPE graduates.

Family member	No. of pupils affected	Percentage	No. of KCPE graduates affected	Percentage
Father	7	14.6	3	60
Mother	13	27.1	-	0
Sibling	8	16.7	-	0
Other relatives	14	29.2	2	40
Totals	42	100	5	100

Of the forty eight pupils interviewed, only 13.4 percent did not lose family members although they witnessed killings or saw dead people. 20.9 percent lost either parent while 23.0 percent lost either a sibling or a relative. 60 percent of the KCPE graduates lost their parents while 40 percent of the same lost a relative.

Further qualitative analysis showed that the current IDP pupils in the schools were quite young during the PEV. Those in standard eight currently were in standard three during the post election violence. According to the teachers and the community elders, they settled faster than the older ones and worked better in class. The younger pupils could have been more resilient (because of their age) than the older ones. Since they seemed to “forget” their experiences faster they picked up better in the schools and there does not seem to be any difference in performance between IDP pupils and those who were not. The qualitative data also showed 100 percent of the head teachers and teachers testifying to this by the fact that there were a number of pupils who did KCPE last year who got good grades with 30 percent of the fifty IDP candidates getting form one admission in National schools. This could be because a long period of time had elapsed and the pupils were more settled in class and were able to pick up and did well thus qualifying for national schools in form one.

Because of lost family members, who were sometimes bread winners, the pupils were left without financial support and lacked basic necessities at home and at school. Some of them went to school hungry and had nowhere to do their

homework or even sleep properly. This disturbance could have an impact on the learning process and hence examination performance. UNICEF, 2005 supports this by stressing on the fact that schooling when hungry and without the proper resources both at school and at home to study does not enhance learning. One KCPE graduate claimed that she witnessed her uncle who was her guardian then being killed. She feels that her performance has not picked up since then and even her KCPE performance was disappointing.

According to the teachers, the pupils' experiences stressed them a lot. Many had watched their family members die and many of them still had wounds sustained during the violence. This affected their concentration in class and their performance dropped. Community elders felt that the younger children coped better once they went to school. They were able to get involved in school activities and with time talked about the experiences without too much emotion.

4.7 Effects of destruction and loss of family property on examination performance.

During the post election violence, the families fled so as to save their lives as their property was looted or burnt. To analyze the effect of the loss of property of the pupils' families during the violence on KCPE performance, the pupils and KCPE graduates were asked what their families lost during the violence. The table below shows the various family properties that were destroyed.

Table 4.7 Family property lost during PEV

Property lost/ burnt	No. of pupils	%	No. of KCPE graduates	%
Homes	18	100	5	100
Farms	4	22.2	1	20.0
Family business	14	77.8	4	80.0
Total	18	100	5	100

100 percent of the pupils as well as the KCPE graduates had their homes destroyed during the post- election violence. 21.1 percent of the pupils and graduates had their parents farms destroyed while 79.3 percent had their family business destroyed during post election violence. Further qualitative data indicated that before the violence the parents and guardians were managing to look after their families and to put their children through school from the proceeds of the farm and businesses. Many families watched their property (farms) being looted and burnt. They had to find means of escaping themselves or be burnt to death. In the process of fleeing the families had to abandon their businesses or property. All the families had no means of livelihood the relied on good Samaritans for basic needs. The community elders said the government organized for food distribution in the camps in Limuru and later once they were re-settled in Wanjohi farm. Apart from this, the families were reduced to extreme poverty from which many of them are unable to get out.

83.3 percent of the teachers said that most parents were unable to provide even the exercise books that they were asked to provide for the pupils. It was difficult for the pupils to be able to write for sometime before the government released funds for the increase in pupil population in the schools around Wanjohi farm. If the children do not have the basic materials both in schools and at home teaching and learning process is poor (Eshiwani 1983) and examination performance could have been affected especially in 2009

40 percent of the KCPE graduates said that they felt bitter and frustrated because they had had hopes of finishing school and having a better future. This was interfered with by PEV as the parents lost their property and it was hard to cope with the sudden changes in lifestyle. Three KCPE graduates felt that because of PEV, the change of lifestyle affected them and they never picked up even at the point they sat for their KCPE. They were thus not able to get the marks they had hoped for and thus proceed on to good secondary schools.

40 percent of the community workers and 55.6 percent of the teachers said that the younger children (the ones currently in class 8 and below) tended to move on faster maybe because they were much younger during the election violence. They only seemed to be anxious when they noticed the hardships at home and remembered better times before displacement. In their anxiety they would ask their parents if they would ever finish school.

40 percent of the KCPE graduates who were in standard six and seven in 2007 said that their houses were burnt down with everything inside. When they resumed school, they were not able to catch up as their books had been burnt. They took time to catch up and matters were made worse by the fact that they missed almost two terms of school.

4.9 Effect of family resettlement n KCPE performance.

When the people fled from Kiambaa in Eldoret and were in IDP camps in Limuru for about 6 months, Kianda Foundation tried to help them by providing housing and means of starting small businesses. To establish the extent to which the resettlement of the families affected families may have affected the KCPE performance, the community leaders were and pupils were asked what different families tried to do as a way of earning their living after resettlement. The table below shows the attempt of a number of families to restart their lives with the help of donors.

Table 4.8 Efforts to restart livelihood

	Pupils	%	KCPE graduates	%
selling maandazi	4	22.2	1	20.0
rearing cattle	4	22.2	1	20.0
farming	3	16.7	1	20.0
rabbit keeping	7	38.9	2	40.0
Total	18	100	5	100

From the study 38.9 percent of the families opted for rabbit farming with the hope of quick financial recovery as rabbits farming is quick. However, from 60 percent of the community leaders many of the businesses did not pick up because of the cold weather and the rabbits died leaving the parents more demoralized. 21.1 percent of the families picked up selling maandazi inside and out of the resettlement farm. Although a slow business, this tended to pick up better and the families are getting on better. Further qualitative data showed that those families who opted to make and sell maandazi had been doing the same business before.

18.5 percent of the families hired farms and attempted to grow vegetables for subsistence as well as potatoes. These were the crops they were more familiar with from their homes before displacement. Qualitative data shows that after the harvest and paying off their debts the farmers had little left. The poverty levels are therefore still very high within the camp and difficulties to provide materials for school are still there. 21.1 percent opted to keep cattle for milk. Qualitative data showed that although this was also very slow it picked up better. Despite all these, in Wanjohi farm there was a committee made up of the chairman, vice chairman, secretary, a treasurer and assistant treasure. These worked with the head teachers, DCs and DEO's office in order to get the school going children back to school.

Further qualitative data indicates that three of the five public schools are very far and most of the pupils were enrolled in Mubau and Ngarua Rironi. When they came to the resettlement farm some children had already started attending schools

in Limuru. Since they had no proper shelter or food when they moved, some parents opted to leave their children in Limuru. However there was no organized source of income and the children left behind were alone with no food, money and parental care. Later on the parents brought the children to Wanjohi farm and enrolled them in the schools around.

All five community elders felt that this resulted in the pupils taking longer to settle in their new environment. The five head teachers claimed that when the families were resettled the government had not yet organized a feeding program for them so children had no food to add on to the lack of facilities for studying. 61 percent of the teachers noticed that the IDP pupils needed extra attention and of their own accord spent more of their time talking to them individually. There was nothing organized on the school curriculum for personalized counseling. When the pupils got individual attention, they were more settled in class and performance improved.

Many people from the neighborhood offered assistance in terms of food, clothing, exercise books etc. the rest of the pupils were also very sympathetic and supportive. The chairman of the IDP camp claimed that the head teachers were kind and understanding and this went a long way in helping the pupils to settle. Once the children were settled, they worked very hard and struggled to catch up.

40 percent of the KCPE graduates however felt that donors gave more assistance to the girls and left out the boys. This means that more girls tended to go on with their academic education.

4.9 Summary of findings

This study was conducted on seventy eight respondents representing 81.3 percent interview return rate. The survey covered head teachers, standard eight teachers, KCPE graduates, community elders and standard eight pupils affected by PEV. All the five head teachers indicated that PEV did affect the KCPE in 2009 but the pupils tended to pick up and work better after that showing an improvement in the mean grade.

100 percent of the community elders and the standard eight graduates agreed that the displacement, absenteeism, loss of lives and property had an adverse effect on KCPE performance. The resettlement had both positive and negative influences. 75.6 percent of the respondents said that resettling helped the families to pick up and hence support the pupils financially and morally in their quest for education. However, 24.4 percent said that though the families were resettled they were still not able to move on. Because of their experiences there was a feeling of helplessness which led many of the adults in the families to want to rely on assistance from the government and donors. Further qualitative data pointed out that this feeling of helplessness trickled to the children and tended to discourage their efforts in school.

The five community elders, eighteen teachers and forty eight standard eight IDP pupils all agreed that PEV did affect the KCPE performance although the pupils who were young during the PEV i.e. the current standard eights tended to recover faster and pick up better in class compared to the older ones.

The study therefore finds the issue of post election violence and conflict does adversely affect the KCPE performance especially immediately after the violence.

CHAPTER FIVE

SUMMARY OF THE STUDY, CONCLUSIONS AND RECOMMENDATION

5.1 Introduction

This chapter presents the summary of the study obtained from the responses from the interviews and by the head teachers, teachers, KCPE graduates and community elders as well as the pupils' focused group discussions. This chapter also highlights the conclusions of the study, recommendations from the findings and suggestions for further research. Success in education for the future is usually gauged in school and national examinations given termly, annually or after a specified period of time. In Kenya, the end of primary learning is crowned by the KCPE, a national examination done at the end of eight years of primary school (KNEC, 2012). Passing examinations is the only benchmark for performance and advancement to the next level of education depends wholly on the results.

A consideration of any factors that may influence the performance in these examinations is often not considered when preparing the pupils for as well as administering the examinations.. This chapter thus tries to highlight some of the factors especially those that could have affected the KCPE performance in Wanjohi IDP resettlement farm after the 2008 post election violence.

5.2 Summary of the study

The purpose of the study was to establish the effect of post election violence on KCPE performance in public primary schools in Wanjohi IDP resettlement farm in Kipipiri Division, Nyandarua County in Kenya.

There were 5 research questions which were formulated to guide the study. Research question one sought to establish the effect of displacement on KCPE performance. Research question two analyzed the impact of death of family members on pupils examinations performance. Research question three aimed at establishing the effect of destruction and loss of family property on examinations performance. Research question four explored the effect of family resettlement on KCPE performance. The study adapted descriptive survey design and targeted all the twenty-six public primary schools in Kipipiri division of Nyandarua county with a total of twenty-six head teachers, twenty std 8 teachers, two hundred and twenty std 8 pupils, five community elders and forty KCPE graduates leaving in Wanjohi farm. A total of 33 interviews and 3 focused groups discussions were carried out this gives a response rate of 81.3 percent. After the interviews and focused groups discussions, results were organized and analyzed. The quantitative data was presented using tables. The qualitative data was interpreted by evaluating the usefulness of the data in answering the research questions.

5.3 Summary of key findings

The study established that the pupils' performance in the resettlement camp was affected by the violence by an average rate of 15.4 percent. The first objective dealt with the effect of displacement on KCPE performance. The study revealed that the movement of the families due to post election violence affected KCPE performance. For instance, all the pupils and KCPE graduates said that because of the violence they had to seek new homes and therefore had to leave the schools and had to join new schools. They took time to settle in their new environment; time which should have been used for studying and learning their lessons in order to excel in their examinations. All the pupils and KCPE graduates fled with their families. They left their books, uniform, documents etc. The community elders and teachers said that the school going children had their education interrupted when they fled their homes. This made learning and preparation for exams difficult.

Most teachers said that displacement led to change of schools and missing out on school hours. When the pupils joined new schools, they went into classes that had already reached their capacity hence destabilizing the pupil- teacher ratio, the availability of text books, sitting space etc. They were thus unable to focus wholly in their academic work and their performance was adversely affected.

The first objective also attempted to establish how the pupils' interrupted school attendance may have affected KCPE performance. It was determined that

different pupils missed school for different periods ranging from one term to slightly more than two terms. Both the head teachers and teachers agreed that the interrupted school affected the academic performance of the pupils as they missed out on content in the curriculum and they had to struggle to catch up. The KCPE performance may have been affected by this as indicated by the general drop in performance in the 2009 KCPE results.

The community leaders said that when the pupils rejoined the schools after resettlement some time had elapsed and they were lagging behind in the content coverage in their respective classes. They were also required to pay some levies e.g. paying the fifty shillings to help recruit more teachers. Since many of their parents had no proper means of livelihood, they were unable to pay these levies and the pupils were sent home. The pupils would stay out of school for long periods because of this.

The second objective was used to determine whether the loss of the pupils' family members had any effect on KCPE performance. It was found out that majority of the pupils witnessed or had family members killed. They saw the people hacked to death others burning in the churches. These were traumatizing experiences which ultimately affect classroom learning and eventually their examination performance

Many of the pupils and all the KCPE graduates claimed that even though there was counseling within the camp while they were in the IDP camp, it was

haphazard and irregular. Many of pupils and graduates only had one or two sessions in the camp at Limuru. They felt that what they had been through had not been fully addressed and that each of them had to heal by themselves in their own way. Thus the handling of exams would also have been interfered with.

The study observed that the teachers went out of their way to help the IDP children settle in their new schools. The pupils were offered guidance and counseling as a group per class. The head teachers and teachers also spoke with the rest of the school pupils appealing to them to assist the affected pupils materially or otherwise. This was also responded to positively and the affected pupils thrived. This is supported by Theron and Distiller who further state that children will learn better when the teachers and peers go out of their way to make them welcome and accepted.

However, many of the community leaders said that especially the younger pupils do not think much about their experiences unless they are going through a hardship and then think about the cause of the situation they are in. This could mean that once they were settled in school, their academic work picked up and their examination performance could not have been adversely affected.

Teachers claimed that many pupils were unable to handle academic work and were absent minded in class. They further claimed that the older pupils were more affected as they were more aware of the post election violence. They therefore

took long to recover from their bad experiences and thus picked up slowly in their studies.

The third objective sought to assess the impact of loss of family property on examination performance. Majority the pupils and KCPE graduates said that they had experienced the loss of family property. Mostly the loss of family property implied the loss of livelihood for the family. The families had no proper shelter at the beginning before they resettled at Wanjohi. The basic needs of food, shelter and clothing were also lacking. Without the basic needs, concentration in class and in their studies was limited thus affecting examination performance adversely.

The fourth objective attempted to determine how the efforts to resettle the displaced families affected examination performance. The community leaders said that when the families came to settle in Wanjohi farm, some children were already in schools in Limuru. Their parents opted to leave them in Limuru, since they had no houses (the families were living in tents at first) and no food as the government had not organized the food distribution. However, the children left in Limuru had no food or money as well as parental care and they suffered. The parents were later able to bring them to the resettlement camp. The movement could have affected their academic performance since they had to settle in their new environments severally. Once they had settled in the Wanjohi farm, they still

tended to be slow in picking up academically because of the change in environment coupled with the experiences they had been through.

Information from the community elders said that the families were resettled and later built for stone houses so the problem of shelter was solved. However, the farm has no electricity and the pupils still have problems revising or doing homework. The head teachers pointed out that the schools around the farm require the pupils to be in school from 6.30 am to 5pm. This takes care of doing homework and any revision hence boosting their performance. On the other hand the community elders claim that many families have not yet picked up financially and the problem of absenteeism, hunger, anxiety etc. of the pupils is still there. The implication may be that the pupils are not fully settled and therefore are not able to work and excel in exams. However, some of the teachers and head teachers claimed that the pupils were eager to get back to school and took everything in their stride, responding to the attention of the teachers and thus doing quite well in school.

The community elders said that donors (mostly Kenya Red Cross and Kianda Foundation) helped to settle two hundred and thirty eight families in the Wanjohi farm by providing housing and means of starting small businesses. Many of these did not pick up because many parents were demoralized by their loss and gave up. The poverty levels in the camp are therefore very high affecting the children's schooling.

5.4 Conclusions

The study established that the displacement of the families during the post-election violence could have caused a drop in KCPE performance. The pupils had to be admitted into new schools and took time settling down in these schools. Because of the violence the pupils missed school for varying periods. When they went back to school they had to struggle to catch up with what was taught while they were absent. Also some were sent home for various reasons and missed school. Catching up was not easy.

The research findings in this study also revealed that parents had lost their property and lacked money for basic needs as their property had been stolen or destroyed during the violence. The pupils thus missed the materials necessary for learning and could not pay any levies in school as required. This led to poor learning and handling of examinations.

Research findings also showed that all the pupils were affected when they witnessed the death of their family members. Once they were back in school they showed this by crying, withdrawal, absentmindedness, deviant behavior etc. The trauma experienced affected learning and the examination performance.

From the study it was also seen that resettlement in the Wanjohi farm gave the pupils a sense of security in shelter though the other problems were still there. A few of the parents were able to pick up the businesses that they were assisted to begin. It gave the pupils a bit more hope for their future. Some parents' inability

to pick up financially also impacted negatively on the pupils making them discouraged. However, the pupils' determination to learn seemed to overcome the obstacles and the general performance improved in 2010.

5.5 Recommendations

Based on the research findings, the researcher makes the following recommendations.

It was observed that the displacement of the family affected the KCPE performance of the pupils in Wanjohi resettlement farm. It is recommended that the Ministry of Education be enlightened more about the effects of displacement due to violence on academic performance. This would then elicit a much faster response to curb this effect in the event of violence to the affected pupils so as to minimize the negative effects.

It is also observed that many of the pupils witnessed the death of their family members or lost their family members. Many of them were affected variously by this experience. It is recommended that counseling be given in school be more personalized and more geared towards helping the affected pupils heal so as to go on with their lives. Counseling could also be given sooner wherever the families settle as soon as the disaster has occurred.

The families' means of livelihood was lost during the violence and displacement and families suffered lack of necessities which affected learning as the parents

were unable to provide learning materials or studying facilities. The community leaders felt that the government response was too slow. It is recommended that an emergency unit be set up to provide a faster response to families in terms of resettlement like providing shelter, food and learning materials for the pupils. The parents/ guardians should be empowered to be able to start and sustain small businesses which can provide for the family. This will lead to less absenteeism and anxiety by the pupils and thus affects the teaching- learning process and therefore examination performance.

The families were helped to settle in Wanjohi farm by being helped to build houses and start small businesses. Nevertheless, the poverty levels are still very high within the camp. This affects the pupils schooling negatively. It is recommended that the government get some feedback from these families in order to have insights of the reasons why the poverty level is still high so as to find ways of reducing it and hence improving the learning.

5.6 Suggestions for further research.

Based on the findings of the study, the researcher makes the following suggestions for further research;

- (i) To find the effect of the violence on the boys and girls separately
- (ii) The same study could be done but much sooner after the violence so as to make more accurate findings

- (iii) Cohort research could be done to try to follow up the KCPE graduates to study how well they moved on with their lives after the KCPE examinations.

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APPENDICES

APPENDIX 1: INTRODUCTION LETTER TO RESPONDENTS

University of Nairobi

Kikuyu Campus

P.O. Box 92

Kikuyu.

To The Principal

..... Primary School

Dear Sir/ Madam,

RE: PERMISSION TO CONDUCT RESEARCH

I am a postgraduate student from the University of Nairobi pursuing a Masters degree in Education in Emergencies. I am conducting an academic research on the following topic: Effects of post- election violence on KCPE performance in public primary schools in Wanjohi IDP resettlement Farm, Nyandarua.

I am requesting permission to conduct the study in your school. I will use questions designed only for the purpose of this academic research. The pupils' identity will be treated with utmost confidentiality.

Thank you in advance.

Yours faithfully,

Victoria A. Amulega

APPENDIX 2: HEAD TEACHERS' INTERVIEW SCHEDULE

This interview is designed to seek information on effects of post- election violence on KCPE performance. Please feel free to give your opinion and feelings regarding the different questions. The responses will be used for the purpose of the study only.

1. How long have you been a head teacher in the present school?
2. How many IDPs enrolled in your school?
3. What are the different experiences the pupils went through which could have affected the teaching learning process and maybe the KCPE exam performance?
4. How in your opinion were those pupils affected by the violence try to cope with the situation in order to do well in their KCPE examination?
5. How do you think the families being displaced could have affected the pupils' academic work and KCPE performance?
6. A number of the pupils could have lost their family members. How do you think this impacted them academically hence affecting KCPE performance?
7. Of those whose families lost their property, how are they managing to cater for their basic needs especially those that affect their academic and KCPE performance?
8. What, if anything was done to help the pupils and their families to heal any physical or psychological wounds? Depending on your response, what was the effect on the pupils' KCPE performance?

APPENDIX 3: TEACHERS' INTERVIEW SCHEDULE

This interview is designed to seek information on effects of post- election violence on KCPE performance. Please feel free to give your opinion and feelings regarding the different questions. The responses will be used for the purpose of the study only.

1. How long have you been a teacher in the present school?
2. How many pupils belonging to IDP families have you taught since the 2008 violence?
3. How do student numbers compare with the available facilities? How in your opinion has this affected on the pupils' KCPE performance?
4. How in your opinion were the pupils affected by the violence helped to cope with the situation in order to do well in their KCPE examination?
5. The families in Wanjohi farm have had to change their homes severally with many of them losing their livelihood.. How could this have affected their academic work and KCPE performance?
6. Would you be able to tell the number of the pupils who lost their family members in the violence? How do you think this impacted them academically and more specifically in their KCPE performance?
7. Of those whose families lost their property, how are the pupils in these families managing to continue with their education and what effect has this had on their KCPE performance needs?
8. Was anything done to help the pupils and their families to heal any physical or psychological wounds? What effect could this have had on their KCPE performance?
9. A number of IDPs have been resettled in Wanjohi farm. How has this affected the pupils' KCPE performance?

APPENDIX 4: COMMUNITY MEMBER'S (ELDER'S) INTERVIEW SCHEDULE

This interview is designed to seek information on effects of post- election violence on KCPE performance. Please feel free to give your opinion and feelings regarding the different questions. The responses will be used for the purpose of the study only.

1. How long have you been living at this farm?
2. Can you explain how you eventually ended up here?
3. How many IDPs pupils enrolled in the schools around the farm? How long did it take them to get back to school after the violence?
4. What are the different experiences the families went through which could have affected the teaching learning process and maybe the pupils' performance?
5. How in your opinion were the pupils affected by the violence helped to cope with the situation in order to do well in their KCPE examination?
6. Since the violence, you have had to move your homes severally. How do you think this could have affected the pupils' academic work and KCPE performance?
7. Many of the children witnessed the people they know being killed. How do you think this impacted their KCPE performance?
8. Of those whose families lost their property, how are they managing to cater for their basic needs especially education? How do you think this could have affected their KCPE performance?
9. How many families have been resettled in the farm? In what ways have the parents of the resettled families been helped to re- start their lives? What influence did this have on the pupils' KCPE performance?

APPENDIX 5: PUPILS' FOCUSED GROUP DISCUSSION SCHEDULE

This discussion is designed to seek information on effects of post -election violence on KCPE performance. Please feel free to give your opinion and feelings regarding the different questions. The responses will be used for the purpose of the study only.

1. Could you say something brief about yourself- your age, family members, what you like doing...?
2. What things did you witness during the post -election violence at home and in the neighborhood? How do you think these things could have affected the pupils' school work? Do you think this could (have) influenced KCPE performance?
3. How did you and your family end up where in the resettlement farm? Did you miss school before you came to Wanjohi farms? If Yes, for how long? How can/ could this have affected the KCPE performance?
4. You had to leave your homes during the violence. How did you and your family get their basic did needs from the time you fled until now? How could this have affected the KCPE performance
5. Your family was eventually resettled in Wanjohi farm. How many times did you change schools? What do you feel about this?
6. How long does (did) it take you to reach school? Do you feel very tired when you reach school or home from school? How could this have affected the academic work and hence the KCPE performance?
7. What things were done at home and at school to help you settle? Did these things have any effect on your academic performance?
8. Does the number of pupils in your class have any influence on the academic performance? If yes. How?

APPENDIX 6: RESEARCH AUTHORIZATION LETTER

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

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Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/013/604** Date: **6th May 2013**

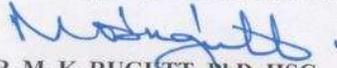
Victoria Auma Amulega
University of Nairobi
P.O Box 30197-00100
Nairobi

RE: RESEARCH AUTHORIZATION

Following your application dated **25th April, 2013** for authority to carry out research on *“Effects of Post-election violence on Kenya Certificate of primary Education Performance in public primary schools in Wanjohi Resettlement Farm, Nyandarua, Kenya”* I am pleased to inform you that you have been authorized to undertake research in **Kipipiri District** for a period ending **31st July, 2013**.

You are advised to report to **the District Commissioner and District Education Officer, Kipipiri District** before embarking on the research project.

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


DR. M. K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:
The District Commissioner
The District Education Officer
Kipipiri District



“The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development”.

APPENDIX 7: RESEARCH PERMIT

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

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Research Permit No. **NCST/RCD/14/013/604**
Date of issue **5th May, 2013**
Fee received **KSH. 1,000**

THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss/Institution
Victoria Auma Amulega
of (Address) University of Nairobi
P.O Box 30197-00100, Nairobi.
has been permitted to conduct research in

Location	Central
District	Kipipiri
Province	Central

on the topic: Effects of Post-election violence on Kenya Certificate of primary Education Performance in public primary schools in Wanjohi Resettlement Farm, Nyancarua, Kenya

for a period ending: 31st July, 2013.

V. Amulega
Applicant's Signature

M. Njiriga
Secretary
National Council for Science & Technology