

**INFLUENCE OF ETHNIC CONFLICT ON PUPILS' PARTICIPATION IN
EDUCATION IN PUBLIC UPPER PRIMARY SCHOOLS IN TIGANIA EAST
DIVISION, MERU COUNTY, KENYA**

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DECLARATION

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

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DEDICATION

This study is dedicated to the memories of my late dad Paul Mbui Kirimania and my late mum Rael Kaburo Mbui for their passion in girl child education.

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ABBREVIATIONS AND ACCRONYMNS

DEO	District Education Officer
EFA	Education For All
FPE	Free Primary Education
GoK	Government of Kenya
KCPE	Kenya Certificate of Primary Education
MDGs	Millennium Development Goals
MoE	Ministry of Education
MoEST	Ministry of Education Science and Technology
SPSS	Statistical Package for Social Scientists
TPR	Teacher Pupil Ratio
UNESCO	United Nations Educational Scientific and Cultural Organization
UNICEF	United Nations Children Education Fund

ABSTRACT

The study sought to investigate the influence of ethnic conflict on pupils' participation in education in public upper primary schools in Tigania East Division, Meru County, Kenya. Ethnic conflict in Tigania East Division has reduced pupils' enrollment, retention, attendance and pupils' participation in primary education. It has reduced access to quality education in the area. The study objectives were: to determine how ethnic conflict affects pupils' enrollment, retention, teacher - pupil ratio and completion in upper primary public schools, Tigania East Division. The study used a descriptive survey research design. The target population of this study was 27 public primary schools in Tigania East Division with 27 head teachers, 185 teachers and 2700 pupils in class 6, 7 and 8. Teachers and head teachers were selected to participate in the study through purposive sampling technique while pupils were sample through stratified sampling technique. The study had a sample size of 12 head teachers, 36 teachers and 324 pupils. The study primary data was collected by using a questionnaire for teachers and pupils while interview guide was used for head teachers. The research instruments validity was established by availing them to the lecturers in the Department of Education Administration and Planning in the University of Nairobi and peers who established content validity. The reliability of the instruments was established using Cronbach's Alpha Coefficient after a pilot study. In analysing the quantitative data, the study used descriptive statistics while qualitative data was analysed using content analysis. The study findings indicate that ethnic conflict negatively affected teacher - pupil ratio to a great extent consequently negatively affecting the pupils' participation in education. The ethnic conflicts significantly contributed to low pupils' enrollment. The ethnic conflict breed insecurity in the division making schools unsafe for learning and consequently significantly reducing pupils' enrollment. Ethnic conflicts significantly contributes to low pupils' retention in education. Pupils' retention in school was greatly compromised during ethnic conflict as many households' sources of livelihood were completely destroyed and therefore they could barely financially support their children education. Ethnic conflicts significantly contributes to poor completion rates in education through; high dropout rates, repetition, decreased attendance rates, and wastage. The study recommends that the national and county government should hire more teachers to ensure the TPR is within the recommended range of about 1:40 per school. The management of public primary schools with the support from local administration should conduct regular campaigns to sensitize parents to take their children to schools. The county government and the community leadership should fast track the peace building initiatives to mitigate the occurrence of ethnic conflicts. The schools' management in collaboration with the ministry of education should formulate a strategy to deal with high dropout rates, repletion decreased attendance rates and wastage rates in their schools. A similar study is recommended on private schools since the present study focussed on public schools.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

For millions of children affected by armed conflict, the right to education remains an unfulfilled promise: Approximately 75 million children are out of school worldwide. More than half of these children are living in conflict-affected states (UNCRC, 2014). Conflict is a complex and dynamic concept, but it may be defined as a clash between individuals or groups arising out of difference in interests, needs, understanding, beliefs or values. Although conflict is not always characterized by violence, it may escalate and result to it if not controlled in time (Dal Bo and Powel, 2007).

The Universal Declaration of Human Rights (1948) and the United Nations Convention on the Rights of the Child (UNCRC, 1989) both state that all children have a right to education. This is underscored by the current Education for All (EFA) initiative, which seeks, by 2015, to ensure that “all children, particularly girls, children in difficult circumstances, and those belonging to ethnic minorities, have access to and complete, free and compulsory primary education of good quality (UNESCO, 2011). Ethnic conflict constitutes a major obstacle to the achievement of Education for All (EFA) and the Millennium Development Goals (MDGs), especially the sector goals of universal completion of primary education and achievement of gender equality in primary education.

According to UNESCO (2011) ethnic conflict disrupts livelihoods and creates or exacerbates poverty making it difficult for households with competing priorities to fund children’s education. In addition, few children attend school in conflict-prone areas owing to fear of attacks, displacement and students’ recruitment into armed

conflicts. In Africa today, there is a high level of violent conflict not just in situations where Law and order have broken down entirely, but also where conditions are deemed to be relatively stable. According to Suliman (1996), there is no single cause of conflict nor is there often any single precondition for sustainable peace. The vast majority of groups engaged in contemporary armed conflicts define themselves on the basis of their identity, whether of a national, ethnic or cultural character (Mulu, 2008). According to Dabalen and Paul (2012) and Fredriksen (2009) the conflicts in various parts of the world particularly in Africa have greatly compromised participation of pupils in primary education through reduced enrollment rates, increased dropouts hence declining pupils' retention and failure of pupils to complete their primary education.

In Kenya ethnic conflicts among neighbouring communities have been witnessed. For instance, the Turkana and Pokot have had sporadic conflicts. Their conflicts arise out of scarcity and competition over pasture and water as well as border disputes. The disputes are compounded by minimum routine interaction and communication between the two communities (Government of Kenya, 2006). These have combined in various degrees to make land in Kenya a hot political issue clearly explained by the clashes in the Rift Valley in 1992, 1997 and 2007 (Wamwere, 2008). The ethnic conflicts in many parts of Kenya have impacted negatively on pupils' learning as pupils drop out of schools, while those who are meant to join schooling fail to enroll in primary schools due to fear of attacks. These conflict prone areas suffer from lack of adequate teachers as they fear for their lives in case an attack occurs. On the other hand, schools are targeted by the bandits of the warring communities, destructing the existing school infrastructure (MoE, 2012).

Over the last ten years (2002-2014) there have been bloody ethnic conflicts between the Meru communities especially in the area occupied Tigania and Tharaka communities. The Tigania and Tharaka communities are involved in the ethnic conflict with each community advancing retaliatory attack on the other community. Access to and control of scarce resources is the main cause of the ethnic conflict. Other factors causing the ethnic conflict include; politics of self-interest, border disputes, land adjudication and government policy. The impacts of the ethnic conflict are; disruption of economic activities, environmental degradation, displacement of people, physical harm and death. The intervention mechanisms to end the ethnic conflict in place include establishment of Njuri Ncheke border arbitration committee and peace building initiatives through public gatherings. However, these mechanisms are yet to bear any tangible results (MoE, 2014).

Owing to the recurring ethnic conflicts in Tigania and Tharaka, pupils' participation in education has been greatly reduced as reflected by declining enrollment, retention and completion of pupils (Tigania East DEO, 2014). For instance in 2009 the enrollment was at 1700, retention was at 1578 while completion was at 1304. However in a span of five years the enrollment (1374), retention (1046) and completion (1067) had dropped significantly. This is despite the Free Primary Education being implemented in the country that has led to significant increase in enrollment, retention and completion of pupils in public primary schools in other Divisions of Meru County (MoE, 2012).

The ethnic conflicts that occurred in 2009 was the most devastating one ever experienced as it resulted in indefinite closure of three primary schools, death of nine persons, destruction of four public schools as well as displacement of persons, and

transfer of teachers. The ethnic fighting has negatively affected learning in Tigania East division as reflected by low KCPE results over the last five years. During the entire period Tigania East Division has been the last division in the Meru County yet it enjoys the same climatic conditions with other areas in Meru County. According to Table 1.1, the pupils' participation in Tigania East Division has been reducing over the last five years between 2009 and 2013. This is as indicated by the declining enrollment, retention and completion of pupils. The study therefore seeks to investigate the influence of ethnic conflict on pupils' participation in education in public upper primary school in Tigania East Division, Meru County, Kenya.

Table1.1 Enrolment, Retention, Completion rates and TPR in Tigania East Division

	2009	2010	2011	2012	2013	Total
Enrolment	1700	1595	1485	1446	1374	7600
retention	1578	1379	1335	1280	1046	6618
Completion	1304	1223	1131	1102	1007	5767
teacher - pupil ratio	1:64	1:70	1:76	1:82	1:97	N/A

Source: DEO Tigania East Division (2015)

1.2 Statement of the problem

Conflict destroys learning facilities, disrupts learning and instills fear in learners, teachers and the whole school community. In conflict-prone areas there is intense fear of attacks, displacement of families, people sustain injuries and other are killed while children are recruited into conflicts as militants. Ethnic conflict worsens participation to primary education as they intensify school drop-outs and repetition, lead to drastic decrease in attendance rates, and results in educational wastage.

The ethnic conflict in Tigania East Division has reduced pupils' enrollment, retention and pupils' participation in primary education. The recurring ethnic conflict in Tigania East Division has caused serious damage to learning. During 2009 ethnic conflict in the area ten persons were killed one of whom was a teacher, two schools were completely burnt while three others were closed. In addition, more than 100 people were seriously injured while the property of two teachers were completely burnt. Two schools were turned into internally displaced persons (IDP) camps and no learning was taking place for four months. The 2009 ethnic conflict were perpetrated by Tharaka community upon Tigania community. To-date, teachers from the two communities treat each other with suspicion, hence dealing a blow to the teamwork spirit while teaching. The government in 2010 established a general service unit in Tigania East Division to stop the recurring ethnic conflict in the area. This study sought to determine the influence of ethnic conflict on pupils' participation in education in public primary school, Tigania East Division, Meru County, Kenya.

1.3 Purpose of the study

The purpose of the study was to investigate the influence of ethnic conflict on pupils' participation in education in public upper primary school in Tigania East Division, Meru County, Kenya.

1.4 Objectives of the study

The study was guided by the following specific objectives;

- i. To determine the influence of ethnic conflict on pupils' enrollment in public primary school, Tigania East Division, Meru County, Kenya

- ii. To establish the influence of ethnic conflict on pupils' retention in public primary school, Tigania East Division, Meru County, Kenya
- iii. To determine the influence of ethnic conflict on teacher - pupil ratio in public primary school, Tigania East Division, Meru County, Kenya
- iv. To establish the influence of ethnic conflict on pupils' completion rate in public primary school, Tigania East Division, Meru County, Kenya

1.5 Research questions

The study sought to answer the following research questions;

- i. How does ethnic conflict influence pupils' enrollment in public primary school, Tigania East Division, Meru County, Kenya?
- ii. How does ethnic conflict influence pupils' retention in public primary school, Tigania East Division, Meru County, Kenya?
- iii. How does ethnic conflict influence teacher - pupil ratio public primary school, Tigania East Division, Meru County, Kenya?
- iv. How does ethnic conflict influence pupils' completion rate in public primary school, Tigania East Division, Meru County, Kenya?

1.6 Significance of the study

This study may be useful to various groups beginning with the Ministry of Education which needs to know the future of education in the regions that have been frequently been victims of ethnic conflicts which have eventually brought to a stand-still education process. Teachers, parents and education officers may also be informed on

important aspects which can be put in place or can be practiced to reduce the impact of ethnic violence on education dissemination process in such schools. This research may also be of importance to emergency related organizations, so that they can effectively plan on how to respond to such situations of ethnic conflict, in a speedy way to reduce the damage on the education system.

1.7 Limitations of the study

Tigania East Division being a conflict prone area posed security threat to the researcher during data collection. The high insecurity in Tigania East Division affected data collection process. The busy schedule of teachers, and head teachers slowed down the data collection process. The study was also faced by lack of up-to-date records in the education's office.

1.8 Delimitation of the study

The study area was limited to Tigania East Division in Meru County and concentrated on areas largely affected by the ethnic conflicts in the Tigania East Division. The study sought to investigate influence of ethnic conflict on pupils' participation in education in public primary school, Tigania East Division, Meru County, Kenya.

To deal with insecurity that affected data collection, the researcher sought the support of area administration for provision of security during data collection. To increase the response rate of the different categories of respondent the researcher made prior arrangement with them to organize on their best time to respond to the study questions. To mitigate record constraints the study sourced for data from individual schools and also from the education officers to ensure consistency.

1.9 Basic assumptions of the study

- i. That, there would be no conflict in schools during the study.
- ii. That, schools in Tigania East Division face ethnic conflict frequently.
- iii. Learning takes place in a peaceful environment.

1.10 Definition of significant terms

Access refers to opportunities available for children to enter and complete the education process in public primary schools in Tigania East Division.

Conflict refers to a struggle or a contest between people with opposing ideas, beliefs, values or goals. In other words a conflict is a state of disharmony incompatible and antithetical persons, ideas or interests. This disturbs learning in public primary schools level in Tigania East Division.

Enrollment refers to the number of pupils that are admitted in a school at given period such as annually in public primary schools in Tigania East Division.

Retention refers to the number of pupils that remain in school to learn in a given period from enrollment to completion in public primary schools in Tigania East Division.

Teacher - pupil ratio refers to the number of pupils that are assigned to a given teacher achieved by dividing the number of teachers with the number of pupils in a given public primary school in Tigania East Division.

Completion rate refers to the number of pupils who go through the primary school for instance from class one to class eight in public primary school in Tigania East Division.

Participation refers to the pupils enrolling in a given public primary school in Tigania East Division, their retention in school over the study period and their eventual completion of their primary education.

1.11 Organization of the study

The study was organized into five chapters. Chapter one presented the background to the study, statement of the problem, objectives, research questions and significance. In addition, it presents the limitations, delimitations, basic assumptions and definition of significant terms and organization of the study. Chapter two dealt with review of related literature where both empirical and theoretical literature is presented. Chapter three focused on the research methodology of this study. It contained the research design, population, sample and sampling procedures, research instruments, instrument validity, instrument reliability, data collection procedures and data analysis techniques. Chapter four dealt with the data analysis, interpretation and discussion while chapter five focused on the summary, conclusions and recommendations of the study.

CHAPTER TWO

REVIEW OF LITERATURE

2.1 Introduction

This chapter dealt with review of related literature in terms of theoretical underpinning of the study where theory of conflict was reviewed. The chapter also reviewed relevant literature on influence of ethnic conflict on pupils' participation in primary education. The chapter particularly documents empirical literature on influence of ethnic conflict on pupils' enrollment, influence of ethnic conflict on pupils' retention, influence of ethnic conflict on teacher - pupil ratio and influence of ethnic conflict on pupils' completion rate. The chapter will thereafter present a summary of literature review and the conceptual framework of the study where study input, output and outcomes are diagrammatically illustrated and explained.

2.2 An overview of ethnic conflict and pupils' participation in primary education

Ethnic conflict worsens participation to primary education. Although conflicts vary in their nature, they intensify school drop-outs and repetition, lead to drastic decrease in attendance rates, and results in wastage. In theory, scholars have discussed various channels through which conflicts affect access to secondary education. Ethnic conflict reduces expected returns to schooling since education is unlikely to be viewed as a value-enhancing commodity in a conflict-prone area attainment (Dabalen and Paul 2012; Fredriksen 2009).

Ethnic conflict disrupts household livelihoods, deters investment, reduces productivity and leads to loss of property. This in effect intensifies the likelihood of poverty by unexpectedly reducing financial resources available to many households hence

forcing them to withdraw their children from school due to inability to pay school fees or other costs related to education. Ethnic conflict also lead to destruction of schools and educational infrastructure, displacement, death of students and teachers, closure of schools for an indefinite period and problems in harmonization of school calendars hence poor pupils' participation (Dryden-Peterson, 2009).

According to UNICEF, (2012) wars, earthquakes, tsunamis, flooding and other emergencies like ethnic conflicts wreak havoc on society and affect access to schooling. The right to education is most at risk during emergencies and during the transition period following a crisis. In conflict affected countries, 28million children of primary school age were out of school in 2011-42 per cent of the world total. Only 79 per cent of young people are literate in conflict affected poor countries. Moreover, children living in conflict are twice as likely to die before their fifth birthday as children in other poor countries.

As a result of the ethnic conflicts in several parts of the country over a period of time, thousands of school- going- children have been displaced. Some dropped out due to the financial and socio-economic constraints attributed to the menace. For instance, the NCKK estimated that by 1994, over 10,000 people in Trans-Nzoia District had been displaced as a result of the clashes. A similar number were out of school in Bungoma and Narok districts. This disruption of education activities was widespread in all the clashes - prone regions in Western Kenya, Rift Valley and Coast provinces (Kaufman, Chaim, 1996).

2.3 Influence of ethnic conflict on pupils' enrollment in public primary schools

Conflicts vary widely in their nature, intensity, duration, range of contributory factors, and the ways in which they can affect education. Several studies show that conflict has a negative effect on school enrolment and attendance, but this effect is particularly larger in primary school level. A study by Swee (2009) found that although the conflict in Bosnia did not have significant effect on primary school enrolment.

In 2011, Save the Child conducted an in-depth survey among 300 youth in Eastern Democratic Republic of Congo on factors that hinder access to formal and non-formal education. The respondents stated that the prevailing conflict in the area disrupted household livelihood strategies such as farming which in effect contributed to low household income. For example, the study reported that households in the area could not safely access their farms and thus unable to generate income from selling farm produce which would have otherwise been used to pay school fees. Furthermore, displacement of people and looting of personal property led to collapse into total poverty. As a result of lack of school fees many school children dropped out of school or attended irregularly.

Using Municipal level data to investigate the impact of 1992-1998 Tajikistan civil conflict on school enrolment and attainment, Shemyakina (2006) established that conflict has gendered effects on school access. The study showed that exposure to Tajik conflict had little or no effect on boys' school enrolment but had a large negative effect on girls'. The study concluded that households facing uncertainty such as conflict are more inclined to investing on education for boys rather than girls. However, different findings were reported by Akresh and De Walque (2008) study in Rwanda. While studying the effects of the 1994 Rwandan genocide on schooling, the

researchers established that school enrolment and attendance for boys was more affected than girls' because boys were more likely to be drawn into the conflict. The study by Swee (2009) focused on conflict in Bosnia while the study by Save the Children (2011) dealt with conflict in Eastern Democratic Republic of Congo and their influence on pupils' enrollment. Shemyakina (2006) focused on Tajikistan civil conflict while Akresh and De Walque (2008) did a study on conflict in Rwanda and how they affected pupils' enrollment. None of the studies reviewed focused on the Kenyan scenario and therefore this study sought to determine the influence of ethnic conflict on pupils' enrollment in public primary school, Tigania East Division, Meru County, Kenya.

2.4 Influence of ethnic conflict on pupils' retention in public primary schools

The challenge is particularly acute in sub-Saharan Africa, where seven in ten children starting primary school survived to the last grade in 2007. Prospects for entry, progression and completion of primary school are closely linked to household circumstances. Children who are poor, rural or from ethnic or linguistic minorities face higher risks of dropping out. Lowering the risk of dropout requires a broad set of policies aimed at reducing underlying vulnerabilities, including poverty-related factors and problems linked to education quality. Increasing the income of poor families through cash transfers can help enhance education prospects. Violent conflict has interrupted education progress in several countries hence poor retention of pupils in school. Children and schools are on the front line of armed conflicts, with classrooms, teachers and pupils seen as legitimate targets rendering their retention impossible (Kathryn & Pauline, 2005).

The physical injury, psychological trauma and stigmatization faced by children are sources of profound and lasting disadvantage in education. The use of child soldiers is reported in twenty-four countries in the world, including the Central African Republic, Chad, the Democratic Republic of the Congo and Somalia. The recruitment of child soldiers from schools is common. Rape and other sexual violence are widely used as a war tactic in many countries. Insecurity and fear associated with sexual violence keep young girls, in particular, out of school (Dyan & Kristopher, 2006).

Bird and Higgins (2009) conducted a qualitative study in Northern Uganda. They found out that, compared to the rest of the country, the Northern region lagged behind in school retention. Due to the widespread poverty caused by the conflicts households in the region were unable to retain their children in school.

A study by Wairagu (2007) in Turkana District established that frequent raids of Turkana's cattle by the Pokot led to overnight poverty in the District. As a result, households were unable to meet school costs therefore contributing to low school enrolment and retention in the District. According to UNESCO (2010) few children attend primary school in conflict-prone areas owing to fear of attacks, displacement and students' recruitment into armed conflicts hence low attendance.

The study by Kathryn & Pauline (2005) was conducted over a decade ago which is a long period and therefore a similar study would help new information on influence of Ethnic conflict on pupils' retention in public primary schools. This would help to validate the findings by Kathryn & Pauline (2005). Dyan & Kristopher (2006) focused on civil conflict in Central African Republic, Chad, the Democratic Republic of the Congo and Somalia. Bird and Higgins (2009) conducted a qualitative study in

Northern Uganda. A similar study on the influence of Ethnic conflict on pupils' retention in public primary schools in Kenya would be very useful as it would show the difference between civil conflict in those countries and ethnic conflict in Kenya.

2.5 Influence of ethnic conflict on teacher - pupil ratio in public primary schools

Conflict affects children's chances of receiving a good-quality education in many different ways. Parents fear sending their children to school in case the school becomes a target. Other risks associated with conflict – such as child recruitment or sexual violence – have long-term consequences for children and their futures and ultimately disturb any chances of getting an education. In nearly every conflict-affected country, girls are particularly vulnerable, due to the higher incidence of sexual and gender-based violence (SGBV) against girls. The long-term consequences of a prolonged time out of school, and permanently dropping out, can also translate into a loss of opportunities for young people living through conflict (Bird *et al.*, 2009).

Teachers are exposed to intimidation, torture and persecution and are frequently killed. Persecution and intimidation may force teachers to leave their communities – for fear of death and reprisals against their own children or family members. For every teacher who is attacked, scores of children are affected. Save the Children's experience in conflict-affected countries shows that, given the centrality of teachers in any learning process, a reduction in numbers of qualified teachers has a significant impact on children's learning outcomes (Alderman & Kinsey, 2006).

The absence of teachers from a classroom will have a long-term effect on the enrolment and retention of children in these areas. As a result, children may be in

school but not learning due to high teacher pupil ratio of 1 teacher is to over 100 pupils. The ethnic armed conflict was found to contribute to; longer-term disruption of attendance of teachers, students and staff, the permanent drop-out of teachers, students and staff, lowering of the quality of teachers, persistent demotivation and distraction of teachers, students and staff by fear or, trauma, falling recruitment of staff, leading to teacher shortages (Akresh & Damien, 2008).

The dropping out of school among many children has been another consequence of ethnic violence (Kibunei and Timaiyu, 2010). Many school going children also dropped from school because some schools were burned or looted in the course of the violence. Others schools were converted into refugee camps. Under such conditions, many schools in the area did not re-open (Mokoro, and Mesgen, 2010). In such scenario, the ratio of teacher to pupil ration was likely to escalate as teachers seek job opportunities from elsewhere. Therefore only a few teachers are left to offer learning in conflict prone areas (Thuo, 2010).

As noted by Barasa (1992), the clashes have also prevented many primary school graduates from pursuing education because of financial constraints. Moreover, many non Kalenjin teachers were forced to transfer to other schools in safer areas. This undoubtedly compromised the quality of education in the area by increasing the teacher pupil ration (Mokono, 2010). Children dropped out of school because it became difficult for the parents to discipline their children, for that is best done in the privacy of the home. The violence had destroyed such privacy. Consequently, parents lost hold of their children and most of them became truants. This was especially common in situations where families sought refuge in towns (Njuguna, 2010).

Even for those children who were able to continue with their education, their performance was greatly compromised owing to high teacher pupil ratio (The *Daily Nation*, 2011). This was due to several reasons such as forced transfer of schools, and change of teachers (Barasa 1992). Nicolai and Triplehorn (2003), reports ‘Chechen’ schools have been bombed during class hours because they were deemed to be sheltering military targets and grenade have been thrown into classrooms. In Rwanda many schools were the scene of atrocities during the genocide of 1994.

Alderman & Kinsey (2006) was done in Northern Kenya and Bird *et al.* (2009) was conducted in Northern Uganda. The two regions have different contextual realities with Tigania East Division in Meru County in Kenya. Therefore a study on influence of Ethnic conflict on teacher - pupil ratio in public primary schools in Tigania East Division would help validate the findings by Alderman and Kinsey (2006) and Bird *et al.* (2009).

2.6 Influence of ethnic conflict on pupils’ completion rate in public primary schools

In addition to household, individual, school and community characteristics, literature acknowledges that situational factors such as conflict worsen access to education and are responsible for regional inequalities in education attainment (Dabalén and Paul 2012). Although conflicts vary in their nature, they intensify school drop-outs and repetition, lead to drastic decrease in attendance rates, and results in wastage. In theory, scholars have discussed various channels through which conflicts affect access to education. First, conflict may reduce expected returns to schooling since education is unlikely to be viewed as a value-enhancing commodity in a conflict-prone area (Fredriksen 2009).

Shemyakina (2006) attributes this to conflict-induced economic slump which could shrink job opportunities that require skilled labour or school level of education. Low returns to schooling, Shemyakina (2006) maintains, could discourage households from sending children to school and instead they would channel their resources to ventures with more proceeds. Conflict disrupts household livelihoods, deters investment, reduces productivity and leads to loss of property. This in effect intensifies the likelihood of poverty by unexpectedly reducing financial resources available to many households hence forcing them to withdraw their children from school due to inability to pay school fees (Dryden-Peterson, 2009). Additionally, in an attempt to maintain their existing level of consumption, children of school age in conflict-prone areas may be forced to work rather than attend school. Holmes (2010) notes that in a context of economic difficulty, households are less concerned with education, especially if they have to pay for it, as basic needs such as food, security and health are of outmost importance.

Conflict may also lead to destruction of schools and educational infrastructure, displacement, death of students and teachers, closure of schools for an indefinite period and problems in harmonization of school calendars (Dabalen & Paul, 2012). Sometimes, displacement of people may result in the use of school facilities as shelter and haven of safety (UNESCO, 2010). Consequently, teaching may not resume in these institutions and children would have to travel to schools elsewhere or drop-out of school completely. Keriga and Burja (2009) add that insecurity affects teacher-student ratio as teachers are likely to transfer to schools in safer regions. Lastly, conflict threatens children's security as they travel to or from school and while attending classes. This may induce households to keep their children away from

school or send them away to relatives in more secure places. Shemyakina (2006) adds that conflict may have specific gender impacts. For instance, girls may be forced to drop-out of school to avoid sexual assaults and harassment on their way to or from school. At times, female students may be withdrawn from school much earlier and married off to lift the burden from their families.

Shemyakina (2006) focused on conflicts in Tajikistan while Abalen and Paul (2012) did a study in Cote D'Ivoire. However, there are different contextual realities between the two nations and Kenya. Therefore a study on influence of Ethnic conflict on pupils' completion rate in public primary schools would help validate the findings by Shemyakina (2006) and Abalen and Paul (2012).

2.7 Summary of literature review

The literature reviewed has established that ethnic conflicts negatively impact on the pupils' participation in primary education (Save the Children, 2011; Bird and Higgins, 2009; Wairagu, 2007 and Rodriguez and Sanchez, 2009) among others. The literature further showed the different effects of ethnic conflict on both genders. For instance Akresh and De Walque (2008) established that school enrolment and attendance for boys was more affected than girls' because boys were more likely to be drawn into the conflict. However, a knowledge gap exists as there exists different contextual realities between the where the earlier studies were done and Kenya. Therefore a study on the influence of ethnic conflict on pupils' participation in public upper primary school education in Tigania East Division, Meru County, Kenya would help validate the earlier study findings.

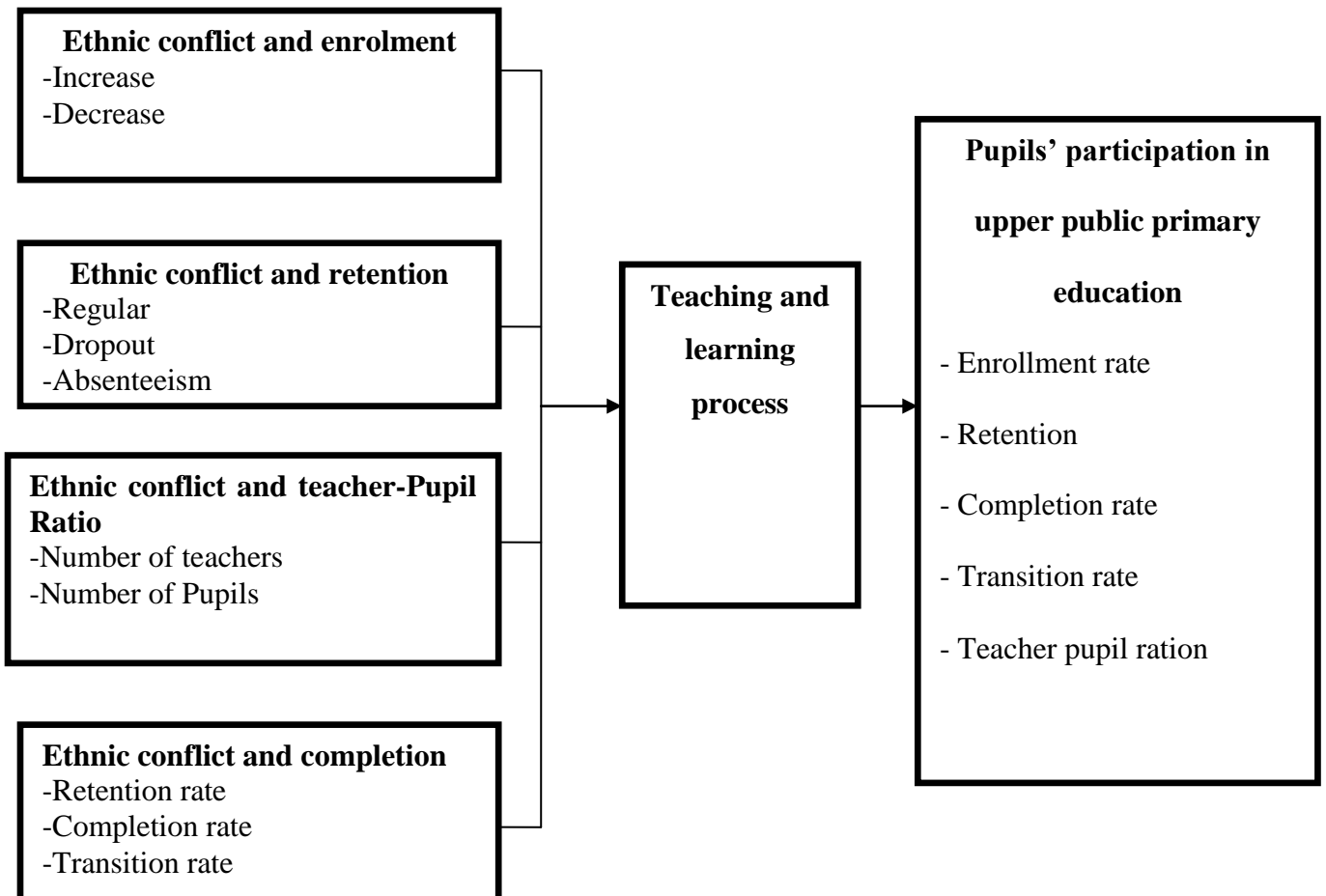
2.8 Theoretical framework

The study is guided by basic needs theory which was proposed by Abraham Maslows in 1943. According to this theory, there are certain minimum requirements that are essential to a descent standard of living. These are known as physiological needs. They include food, shelter, and health care. They are primary needs and have to be catered for before other needs such as security, love, affection among others. The acquisition of education enables a person to acquire all the other needs in the hierarchy of needs.

The satisfaction of these needs will determine to a great extent whether a person will participate in learning activities. For instance, children need to be provided with basic needs so that they can seek higher needs such as education. According to Mwangi (2006) children in conflict areas miss these basic needs hence they cannot access quality education.

2.9 Conceptual framework

Figure 2.1 Influence of ethnic conflict on pupils' participation in public upper primary school education in Tigania East Division, Meru County, Kenya



The dependent variable in this study is pupils' participation in upper public primary education. The pupils' participation in primary education is influenced by ethnic conflict that occurs in Tigania East Division, Meru County, Kenya. Through the recurrent ethnic conflicts there has been destruction of school infrastructure, transfer of teachers, death of pupils and teachers, sexual violence on pupils, pupils' recruitment to fighting and lost livelihood experienced by people living in Tigania East Division. The ethnic conflicts through its various effects negatively influences

the pupils' participation in primary education in terms of pupils' enrollment, pupils' retention, teacher - pupil ratio and pupils' completion rate. With the adoption of different strategies to mitigate and cope with the ethnic conflicts in Tigania East Division, pupils' participation in upper primary public education in Tigania East Division is likely to improve as reflected by high enrollment rate, enhanced retention, high completion rate, high transition rate and good teacher pupil ration.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research methodology that was adopted for this study. It include the study design, target population, sample and sampling procedures, research instruments, instrument validity, instrument reliability, data collection procedures and data analysis techniques.

3.2 Research design

The study used a descriptive survey research design. According to Mugenda and Mugenda, (2008) descriptive survey research design is a method which enables the researcher to summarize and organize data in an effective and meaningful way. The design was chosen for this study as it helps to describe the state of affairs as they exist without manipulation of variables which was the aim of the study (Kothari, 2004). Descriptive survey design was adopted in this study because it permitted the researcher to obtain useful data in a relatively short period of time, and it could be used to seek public opinion regarding issues affecting society. In this case it was adopted to find out the influence of ethnic conflict on pupils' participation in education in public upper primary school in Tigania East Division, Meru County, Kenya.

3.3 Target population

According to Kothari (2004), a population is a well-defined set of people, services, elements, events, group of things or households that are being investigated. This definition assumes that the population is not homogeneous. The target population of this study was 27 public primary schools in Tigania East Division. The 27 public

primary schools in Tigania East Division has a total of 27 head teachers, 185 teachers and 2700 pupils in class 6,7and 8 (DEO Tigania East Division, 2015).

3.4 Sample size and sampling procedures

According to Orodho and Kombo (2002) sampling is the process of collecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group. Nsubuga (2000) argues that no specific rules on how to obtain an adequate sample have been formulated. He suggests that in a homogenous situation a small sample would be required while a heterogeneous variable situation a large sample is required. Twelve schools out of the twenty seven public primary schools in Tigania East Division were selected to participate in the study through purposive sampling technique. This was because the twelve schools were adversely affected by the ethnic conflicts in the division. The study respondents were categorized into three groups namely head teachers, teachers and pupils.

Head teachers from all the 12 primary schools were selected to participate in the study and their selection was through purposive sampling technique. From a population of 185 teachers in Tigania East Division, only class teachers of the classes 6, 7 and 8 were considered for this study. This meant that from each of the 12 public primary schools, three teachers would participate in the study giving the study a sample of 36 teacher respondents. These teachers were sampled through purposive sampling technique. The teachers were selected because they were in charge of their respective classes and knew the pupils' participation as well as the fact that they could tell the influence of ethnic conflict on the pupils' participation as they were involved in resolving matters relating to the pupils they are in charge of as class teachers.

Out of the 2,700 pupils in all the 12 public primary schools in Tigania East Division, 12 percent was considered for the study giving the study a sample of 324 pupils. This is in line with Mugenda and Mugenda, (2008) who indicates that 10 percent of the accessible population is adequate for statistical reporting, and is representative. Only pupils in class 6, 7 and 8 were considered for this study. This was because they had been in school long enough to understand the influence of ethnic conflict on their participation in education. In addition, they could understand the questionnaire.

To select the 324 pupils needed for the study, each of the 12 public primary schools was stratified into three groups of pupils based on their classes. Stratified random sampling technique was used because the technique produces estimates of overall population parameters with great precision and would be highly representative of the various groups of interest (Nsubuga, 2006).

The 324 pupils were divided across the 12 public primary schools where 27 pupils were selected from each of the selected 12 schools to participate in the study. The 27 pupils were selected from three classes (6, 7 and 8) hence nine pupils were to be selected from each class per school. Then pupils from each class were selected through simple random sampling technique which gave each pupils equal chance to participate in the study and ensured no bias in selection of the pupils.

3.5 Research instruments

The study was based on primary data where the primary data was collected by using a questionnaire. The reason for choosing questionnaire as the data collection instruments was primarily due to their practicability, applicability to the research problem and the size of the population. It was also cost effective (Denscombe, 2008).

A self-administered questionnaire with both open and closed ended questions was developed and administered to obtain information from the teachers and pupils. The questionnaire was divided in five sections designated as A, B, C, D and E. Section A contained questions on respondents' demographic information; Section B contained questions on how ethnic conflict affects teacher - pupil ratio in public primary school; Section C contained questions on the influence of ethnic conflict on pupils' enrollment in public primary school; Section D contained questions on the influence of ethnic conflict on pupils' retention in public primary school; Section E contained questions on the influence of ethnic conflict on pupils' completion in public primary school. Interview guides were used to get in-depth information on enrollment, attendance and completion rates from the head teachers. It will contain open ended questions.

3.6 Instrument validity

Validity indicates the degree to which an instrument measures what it is supposed to measure; the accuracy, soundness and effectiveness with which an instrument measures what it is intended to measure (Kothari, 2004) or the degree to which results obtained from the analysis of the data actually represent the phenomena under study (Mugenda and Mugenda, 2008). In this study content validity was sought. The research instrument were availed to the lecturers in the Department of Education Administration and Planning in the University of Nairobi and peers who established content validity to ensure that the items were adequately representative of the subject area being studied.

3.7 Instrument reliability

Reliability is a measure of the degree to which a research instrument yields consistent results after repeated trials (Nsubuga, 2000). The researcher carried out a pilot study among 10 percent of the respondents as recommended by Kothari (2004). Therefore, out of a sample of the population of 324 pupils and 36 teachers, 32 pupils and 4 teachers were selected to participate in the pilot study.

During the pilot study the teachers and pupils were administered with questionnaires to fill in. After a period of one week the exercise was repeated among the same teachers and pupils. This was testing reliability through test-retest method. Then the two data sets were keyed in SPSS and reliability of the instrument was estimated using Cronbach's Alpha Coefficient. A Cronbach's Alpha Coefficient of at least 0.70 at $\alpha=0.05$ significance level of and 95% level of confidence was accepted as it indicated that the instruments of data collection were reliable. Adjustments were also made to improve on the instruments' reliability.

3.8 Data collection procedures

The researcher initially obtained approval from University of Nairobi, School of Education and a permit from the National Council for Science and Technology to conduct the study. The Meru County Director of Education and the DEO Tigania East Division also gave the researcher permission to conduct the study. Upon arrival in the sampled schools, the researcher also obtained permission from the school head and then explained the purpose of the study as well as offered guidance to the respondents on the way to fill in the questionnaire before administering the questionnaire. The researcher also made an appointment with the head teachers on the best time to

conduct an interview. The researcher self-administered the questionnaire to the pupils and teachers at the public primary schools.

3.9 Data analysis techniques

Data analysis refers to examining what has been collected in the field or experiment and making deductions and inferences. It involves uncovering underlying structures, extracting important variables, detecting any anomalies and testing any underlying assumptions. Before analysis, data was checked for completeness and consistency. Data was keyed in SPSS version 21. The study used primary data consisting of both quantitative and qualitative data.

In analysing the quantitative data from the closed ended questions in the questionnaires, the study used descriptive statistics namely frequencies and percentage (Kothari, 2004). Tables were used to present the data findings. Qualitative data was analysed using content analysis, through developing a thematic framework from the key issues, concepts and themes emanating from the open ended questions (Nsubuga, 2006).

3.10 Ethical consideration

The researcher observed four universal ethical principles, including respect for participants, informed consent, anonymity, privacy and confidentiality (Kothari, 2004). In this regard, all participants had to give their consent after the researcher explained the purpose of the study. This was in line with the requirement of the study to be of voluntary participation. The participants were also informed about their right to withdraw consent of participation at any time without a penalty.

In addition, the researcher assured the respondents that the information collected was to be kept confidential and would not be disclosed. The researcher did not require the respondents to indicate their names on the questionnaires and as such ensured the anonymity of the respondents.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

The chapter contains the findings of the study based on the specific objectives. It also provides the interpretation and discussion of the findings. The study sought to investigate the influence of ethnic conflict on pupils' participation in education in public upper primary school in Tigania East Division, Meru County, Kenya.

4.2 Instrument return rate

The study targeted 324 pupils, 36 teachers and 12 head teachers out of which 300 pupils, 25 teachers and 10 head teachers responded to and returned their questionnaires duly filled in contributing to the response rates of 92.6 percent for the pupils, 69.4 percent for teachers and 83.3 percent for head teachers. This response rates were sufficient and representative and conforms to Mugenda and Mugenda (2008) stipulation that a response rate of 50 percent is adequate; 60 percent is good and 70 percent and over is excellent for analysis and statistical reporting. This commendable response rate was due to extra efforts that were made via personal calls and courtesy visits to remind the respondents to fill-in and return the questionnaires.

4.3 Demographic information

This study first sought to find out the gender, age distribution, level of education, and length of service to establish an insight on the study respondents' characteristics.

4.3.1 Head teachers, teacher and pupils' gender

The study sought to find out the gender of the head teachers, teachers and pupils and the findings are as shown in Table 4.3 below.

Table 4.2 Head teachers, teacher and pupils' gender

Gender	Head teachers		Teachers		Pupils	
	F	Percent (%)	F	Percent (%)	F	Percent (%)
Male	6	60	17	68	153	51
Female	4	40	8	32	147	49
Total	10	100	25	100	300	100

From the study findings in Table 4.3 above, 60 percent of the head teachers, 68.0 percent of teachers and 51 percent of pupils were male while 40 percent of head teachers, 32 percent of teachers and 49 percent of pupils were female. This shows that there was gender balance in the selection of pupils to participate in the study therefore giving the study a balanced gender perspective on the influence of ethnic conflict on pupils' participation in education in public upper primary school.

In addition, the findings show that there were more male head teachers and teachers than female in Tigania East Division. The high number of male teachers and head teachers could be attributed to female teachers fleeing the division owing to high insecurity due to ethnic conflicts.

4.3.2 Head teachers and teachers' age bracket

The head teachers and teachers were asked to state their age bracket. The findings are as shown in Table 4.4 below.

Table 4.3 Head teachers and teachers' age bracket

Age in years	Head teachers		Teachers	
	F	Percent (%)	F	Percent (%)
25-35 years	2	20	13	52
36-45 years	5	50	9	36
Over 45 years	3	30	3	12
Total	10	100	25	100

According to the study findings in Table 4.4 above, 50 percent of the head teachers indicated that they were 36-45 years old, 30 percent were over 45 years while 20 percent were 25-35 years old. On the other hand, 52 percent of teachers were 25-35 years old, 36 percent were 36-45 years while 12 percent were over 45 years old.

This shows that the teachers and head teachers had enough experience in teaching and school management to give credible information with regard to the influence of ethnic conflict on pupils' participation in education in public upper primary school in Tigania East Division, Meru County.

4.3.3 Pupils' age bracket

The pupils were also asked to state their age bracket. The findings are as shown in Table 4.5 below.

Table 4.5 Pupils' age bracket

Age in years	F	Percent (%)
10-12 years	63	21
13-14 years	135	45
Over 14 years	102	34
Total	300	100

Based on the study findings in Table 4.5 above, the 45 percent of the pupils were 13-14 years of age, 34 percent were over 14 years while 21 percent were 10-12 years of age. This shows that the pupils were at their right age in their education.

4.3.4 Teachers' level of education

The study in this part aimed at inquiring the level of education of the teachers. This would enhance in finding out the appropriateness of the teachers in answering the questions.

Table 4.4 Teachers' level of education

Level of education	Head teachers		Teachers	
	F	Percent (%)	F	Percent (%)
Untrained teachers	0	0	5	20
P 1 teacher	0	0	10	40
Diploma	4	40	3	12
Bachelor's degree	3	30	6	24
Masters degree	2	20	1	4
Total	10	100	25	100

From the study findings in Table 4.6 above, 40 percent of the head teachers were diploma holders, 30 percent were degree holders while 20 percent had masters' degree. On the other hand, 40 percent of the teachers were P1 teachers, 24 percent were degree holders while 20 percent of the teachers were untrained Teachers.

This means that teachers and head teachers in Tigania East Division were well trained in their teaching career and therefore capable of fulfilling their teaching and management roles. This also illustrates that teachers and head teachers would give

credible information on influence of ethnic conflict on pupils' participation in education in public upper primary school based on their good level of education.

4.3.5 Head teachers and teachers' duration of working in Tigania East Division

The head teachers and teachers were asked to state the duration that they had worked in Tigania East Division of Meru County. The findings are as shown in Table 4.7 below.

Table 4.5 Head teachers and teachers' duration of working in Tigania East Division

No of years	Head teachers		Teachers	
	F	Percent (%)	F	Percent (%)
1-5 years	1	10	5	20
6-10 years	6	60	13	52
Over 10 years	3	30	7	28
Total	10	100	25	100

According to the study findings in Table 4.7 above, 60 percent of the head teachers and 52 percent of teachers indicated that they had worked in Tigania East Division of Meru County for 6-10 years, 30 percent of head teachers and 28 percent of teachers had worked for over 10 years while 10 percent of head teachers and 20 percent of teachers had worked in Tigania East Division of Meru County for 1-5 years.

This shows that the head teachers and teachers were well experienced as they had worked in Tigania East Division for 6-10 years and therefore were well endowed with knowledge, experience and skills to teach in emergency areas that are ethnic conflict prone like Tigania East Division.

4.3.6 Statistics of Tigania East Division

The study further sought to determine the statistics of Tigania East Division of Meru County in terms of enrolment, retention, completion and teacher - pupil ratio between 2009 and 2014. Based on the study findings in Table 1.1 in chapter one, the statistics of year 2009 were as follows; enrolment 1700, retention 1578, completion 1304 while teacher - pupil ratio was 1:64. The statistics of year 2010 were as follows; enrolment 1595, retention 1379, completion 1223 while teacher - pupil ratio was 1:70. The statistics of year 2011 were as follows; enrolment 1485, retention 1335, completion 1131 and teacher - pupil ratio was 1:76. The statistics of year 2012 were as follows; enrolment 1446, retention 1280, completion 1102 and teacher - pupil ratio was at 1:82. The statistics of year 2013 were as follows; enrolment 1374, retention 1046, and completion 1007 while teacher - pupil ratio was (1:97).

The findings indicate continuous decline in enrolment, retention and completion of pupils in primary education in Tigania East Division. This indicates poor participation of pupils in primary education in Tigania East Division. In addition, there was a continuous increase in teacher: pupil ratio for the five years (2009-2013). This mean that teachers had increased workload over the years leading to decline in the quality of education offered in public primary schools. The ethnic conflicts in Tigania East

Division were likely to contribute to the decline in enrolment, retention and completion of pupils in primary education as well as increased teacher: pupil ratio.

4.4 Influence of ethnic conflict on pupils' enrollment in public primary school.

The first objective of the study was to determine how ethnic conflict affects pupils' enrollment in public primary school, Tigania East Division, Meru County, Kenya.

The results are presented in the subsequent subsections.

4.4.1 Head teachers, teachers and pupils' response on ethnic conflicts and pupils' enrollment

The study sought to establish whether the ethnic conflicts that are prevalent in Tigania East Division affected pupils' enrollment in public primary school.

Table 4.6 Head teachers, teachers and pupils' response on ethnic conflicts and pupils' enrollment

Responses	Head teachers		Teachers		Pupils	
	F	Percent (%)	F	Percent (%)	F	Percent (%)
Yes	7	70	23	92	385	95
No	3	30	2	8	15	5
Total	10	100	25	100	300	100

From the study findings in Table 4.8 above, 70 percent of the head teachers, 92 percent of teachers and 95 percent of pupils indicated that ethnic conflicts that are

prevalent in Tigania East Division affected pupils' enrollment in public primary school.

The findings show that ethnic conflicts in Tigania East Division significantly contributed to low pupils' enrollment in the division. Therefore there is a positive relationship between ethnic conflict and low pupils' enrollment in Tigania East Division.

The findings are similar to Akresh and De Walque (2008) who while studying the effects of the 1994 Rwandan genocide on schooling, established that school enrolment and attendance for boys was more affected than girls' because boys were more likely to be drawn into the conflict. The findings are also in line with Shemyakina (2006) who investigated the impact of 1992-1998 Tajikistan civil conflict on school enrolment and attainment and found that exposure to Tajikistan conflict had little or no effect on boys' school enrolment but had a large negative effect on girls.

4.4.2 Pupils' response on ethnic conflict and pupils' enrollment

The pupils were required by the study to indicate whether statements on the influence of ethnic conflict on pupils' enrollment in their public primary school were true. Table 4.9 below illustrates that pupils' opinion on statements on the influence of ethnic conflict on pupils' enrollment.

Table 4.7 Pupils’ response on ethnic conflict and pupils’ enrollment

Responses	True		False	
	F	%	F	%
Ethnic conflict led to inability to pay school fees hence low enrollment	234	78	66	22
Ethnic conflict led to displacement	243	81	57	19
Ethnic conflict led to insecurity which slowed down pupils enrollment	252	84	48	16
Conflict has a negative effect on school enrolment	261	87	39	13
Ethnic conflict leads to lack of school fees forcing school going age-children not to enroll due to widespread poverty	207	69	93	31
During ethnic conflicts there is pressure among boys to join militant groups and leading to low school enrollment and high drop-out rates	186	62	114	38

From the findings, 87 percent indicated that conflict has a negative effect on school enrolment, 84 percent indicated that ethnic conflict led to insecurity which slowed down pupils enrollment, 81 percent indicated that ethnic conflict led to displacement, 78 percent indicated that ethnic conflict led to inability to pay school fees hence low enrollment, 69 percent indicated that ethnic conflict leads to lack of school fees forcing school going age-children not to enroll due to widespread poverty while 62 percent during ethnic conflicts there is pressure among boys to join militant groups and leading to low school enrollment and high drop-out rates respectively.

The findings imply that ethnic conflicts adversely affected pupils’ enrollment in public primary school in Tigania East Division, Meru County by destroying the livelihoods of the community occasioning widespread poverty making the parents to be unable to take their children to school. There is also a high likelihood of the boy child joining the armed conflict to defend his community or family implying that the

boy child will be out of school. Hence ethnic conflict contributed significantly to reduction in pupils' enrollment in public primary school in Tigania East Division.

The findings are in agreement with Save the Child who in 2011 conducted an in-depth survey among 300 youth in Eastern Democratic Republic of Congo on factors that hinder access to formal and non-formal education and found that the prevailing conflict in the area disrupted household livelihood strategies such as farming which in effect contributed to low household income. For example, the study reported that households in the area could not safely access their farms and thus unable to generate income from selling farm produce which would have otherwise been used to pay school fees. Furthermore, displacement of people and looting of personal property led to collapse into total poverty. As a result of lack of school fees many school children dropped out of school or attended irregularly.

4.4.3 Teachers' response on ethnic conflict and pupils' enrollment

The study sought to determine how ethnic conflict affects pupils' enrollment in public primary school, Tigania East Division, Meru County, Kenya. The teachers were therefore requested to indicate their level of agreement on statements on how ethnic conflict affects pupils' enrollment as reflected in their schools. The responses were rated on a five point Likert scale where: where 5-To a very great extent, 4-To a great extent, 3-To a moderate extent, 2-To a little extent, and 1-To no extent. The findings are as illustrated in Table 4.10 below. The following key was used;

To a very great extent = VGE: To a great extent = GE: To a moderate extent = ME:

To a little extent = LE: To no extent = NE

Table 4.8 Teachers’ response on ethnic conflict and pupils’ enrollment

Responses		NE	LE	ME	GE	VGE	Total
Ethnic conflict led to inability to pay school fees hence low enrollment	F	5	-	2	5	13	25
	%	20	-	8	20	52	100
Ethnic conflict led to displacement	F	2	1	5	2	15	25
	%	8	4	20	8	60	100
Ethnic conflict led to insecurity which slowed down pupils enrollment	F	2	-	6	4	13	25
	%	8	-	24	16	52	100
Conflict has a negative effect on school enrolment	F	-	4	2	5	14	25
	%	-	16	8	20	56	100
Ethnic conflict leads to lack of school fees forcing school going age-children not to enroll due to widespread poverty	F	-	4	4	4	13	25
	%	-	16	16	16	52	100
During ethnic conflicts there is pressure among boys to join militant groups and leading to low school enrollment and high drop-out rates	F	5	7	2	2	9	25
	%	20	28	8	8	36	100

From the study findings in Table 4.10 above, 8 percent of the teachers agreed to a moderate extent, 20 percent to a great extent while 56 percent agreed to a very great extent that conflict has a negative effect on school enrolment. Meanwhile 24 percent of the teachers agreed to a moderate extent, 16 percent to a great extent while 52 percent agreed to a very great extent that ethnic conflict led to insecurity which slowed down pupils’ enrollment. Similarly 20 percent of the teachers agreed to a moderate extent, 8 percent to a great extent while 60 percent agreed to a very great extent that ethnic conflict led to displacement. In addition 8 percent of the teachers

agreed to a moderate extent, 20 percent to a great extent while 52 percent agreed to a very great extent that ethnic conflict led to inability to pay school fees hence low enrollment. On the other hand 16 percent of the teachers agreed to a moderate extent, 16 percent to a great extent while 52 percent agreed to a very great extent that ethnic conflict leads to lack of school fees forcing school going age-children not to enroll due to widespread poverty. Similarly 8 percent of the teachers agreed to a moderate extent, 8 percent to a great extent while 36 percent agreed to a very great extent that during ethnic conflicts there is pressure among boys to join militant groups and leading to low school enrollment and high drop-out rates.

The findings imply that ethnic conflict negatively affected pupils' enrollment in public primary school in Tigania East Division, Meru County to a great extent. The ethnic conflict breed insecurity in the division making schools unsafe for learning and consequently significantly reducing pupils' enrollment. Through ethnic conflicts recurrence in Tigania east division, there was widespread family displacement, increased poverty levels that led to parents' inability to cater for their children's education needs, and also led to recruitment of boys to militant groups. Hence ethnic conflict contributed significantly to reduction in pupils' enrollment in public primary school in Tigania East Division.

The findings are consistent with Akresh and De Walque (2008) who while studying the effects of the 1994 Rwandan genocide on schooling, established that school enrolment and attendance for boys was more affected than girls' because boys were more likely to be drawn into the conflict. The findings are also in agreement with Dryden-Peterson (2009) who argued that ethnic conflict disrupts household livelihoods, deters investment, reduces productivity and leads to loss of property. This

in effect intensifies the likelihood of poverty by unexpectedly reducing financial resources available to many households hence forcing them to withdraw their children from school due to inability to pay school fees or other costs related to education.

4.5 Influence of ethnic conflict on pupils' retention in public primary school.

The second objective of the study was to establish the extent to which ethnic conflict influence pupils' retention in public primary school, Tigania East Division, Meru County, Kenya. The results are presented in the subsequent subsections.

4.5.1 Head teachers, teachers and pupils' response on ethnic conflicts effect on pupils' retention

The study sought to establish whether the prevalent ethnic conflicts in Tigania East Division affected pupils' retention in public primary school.

Table 4.9 Head teachers, teachers and pupils' response on ethnic conflicts effect on pupils' retention

Responses	Head teachers		Teachers		Pupils	
	F	Percent (%)	F	Percent (%)	F	Percent (%)
Yes	8	80	22	88	228	76
No	2	20	3	12	72	24
Total	10	100	25	100	300	100

From the study findings in Table 4.11 above, 80 percent of the head teachers, 88 percent of teachers and 76 percent of pupils indicated that ethnic conflicts that are prevalent in Tigania East Division affected pupils' retention in public primary school.

The findings imply that ethnic conflicts in Tigania East Division significantly contributed to low pupils' retention in the division. Therefore there is a positive relationship between ethnic conflict and low pupils' retention in Tigania East Division.

The findings are in agreement with Kathryn & Pauline (2005) who noted that violent conflict has interrupted education progress in several countries hence poor retention of pupils in school. Children and schools are on the front line of armed conflicts, with classrooms, teachers and pupils seen as legitimate targets rendering their retention impossible. The findings are also supported by Bird and Higgins (2009) who conducted a qualitative study in Northern Uganda and found out that, compared to the rest of the country, the Northern region of Uganda lagged behind in school retention due to the widespread poverty caused by the conflicts in the region making it impossible for parents to retain their children in school.

4.5.2 Pupils' responses on ethnic conflict and pupils' retention

The pupils were required by the study to indicate whether statements on influence of ethnic conflict on pupils' retention in their public primary school were true. Table 4.12 above illustrates that pupils' opinion on statements on the influence of ethnic conflict on pupils' retention.

Table 4.10 Pupils’ responses on ethnic conflict and pupils’ retention

Responses	True		False	
	F	%	F	%
Due to recurring ethnic conflicts, insecurity created forces school attending pupils stop attending school	192	64	108	36
Pupils travel far to get to their schools and due to ethnic classes, most of them drop out of school	210	70	90	30
Conflict has a negative effect on pupils retention	246	82	54	18
Large number of children in primary school dropped out due to ethnic conflict	222	74	78	26
Pupils in the area are forced to join their families in seeking livelihood sources at the expense of their education due to economic hardships associated with conflicts	216	72	84	38
Prevailing conflict disrupts household livelihood strategies and families cannot afford to pay for educational costs not catered for by FPE	234	78	66	22

N = 300

From the findings, 82 percent indicated that conflict has a negative effect on pupils retention, 78 percent indicated that prevailing conflict disrupts household livelihood strategies and families cannot afford to pay for educational costs not catered for by FPE, 74 percent indicated that large number of children in primary school dropped out due to ethnic conflict, 72 percent indicated that pupils in the area are forced to join their families in seeking livelihood sources at the expense of their education due to economic hardships associated with conflicts, 70 percent indicated that pupils travel far to get to their schools and due to ethnic classes, most of them drop out of school, while 64 percent indicated that due to recurring ethnic conflicts, insecurity created forces school attending pupils stop attending school respectively.

The findings imply that ethnic conflict negatively influenced pupils' retention in public primary school in Tigania East Division, Meru County. Pupils' retention in school was adversely affected owing to the widespread poverty caused by the conflicts in the region making the parents unable to retain their children in school.

The findings are in line with Wairagu (2007) who in a study in Turkana District established that frequent raids of Turkana's cattle by the Pokot led to 'overnight' poverty in the District. As a result, households were unable to meet school costs therefore contributing to low school enrolment and retention in the District. The findings also agree with UNESCO (2010) who observed that few children attend primary school in conflict-prone areas owing to fear of attacks, displacement and students' recruitment into armed conflicts hence low attendance.

4.5.3 Teachers' response on ethnic conflict and pupils' retention

The study sought to establish the extent to which ethnic conflict influence pupils' retention in public primary school, Tigania East Division, Meru County, Kenya. The teachers were therefore requested to indicate their level of agreement on statements on how ethnic influence pupils' retention as reflected in their schools. The responses were rated on a five point Likert scale where: where 5-To a very great extent, 4-To a great extent, 3-To a moderate extent, 2-To a little extent, and 1-To no extent. The findings are as illustrated in Table 4.13 below. The following key was used;

To a very great extent = VGE: To a great extent = GE: To a moderate extent = ME:

To a little extent = LE: To no extent = NE

Table 4.11 Teachers' response on ethnic conflict and pupils' retention

Responses		NE	LE	ME	GE	VGE	Total
Due to recurring ethnic conflicts, insecurity created forces school attending pupils stop attending school	F	2	5	3	3	12	25
	%	8	20	12	12	48	100
Pupils travel far to get to their schools and due to ethnic classes, most of them drop out of school	F	-	9	2	4	10	25
	%	-	36	8	16	40	100
Conflict has a negative effect on pupils retention	F	-	2	6	4	13	25
	%	-	8	24	16	52	100
Large number of children in primary school dropped out due to ethnic conflict	F	-	7	4	2	12	25
	%	-	28	16	8	48	100
Pupils in the area are forced to join their families in seeking livelihood sources at the expense of their education due to economic hardships associated with conflicts	F	-	7	4	3	11	25
	%	-	28	16	12	44	100
Prevailing conflict disrupts household livelihood strategies and families cannot afford to pay for educational costs not catered for by FPE	F	1	3	5	6	10	25
	%	4	12	20	24	40	100

From the study findings in Table 4.13 above, 24 percent of the teachers agreed to a moderate extent, 16 percent to a great extent while 52 percent agreed to a very great extent that conflict has a negative effect on pupils' retention. Meanwhile 20 percent of the teachers agreed to a moderate extent, 24 percent to a great extent while 40 percent agreed to a very great extent that prevailing conflict disrupts household livelihood strategies and families cannot afford to pay for educational costs not catered for by

FPE. Similarly 16 percent of the teachers agreed to a moderate extent, 8 percent to a great extent while 48 percent agreed to a very great extent that large number of children in primary school dropped out due to ethnic conflict. In addition 16 percent of the teachers agreed to a moderate extent, 12 percent to a great extent while 44 percent agreed to a very great extent that pupils in the area are forced to join their families in seeking livelihood sources at the expense of their education due to economic hardships associated with conflicts. On the other hand 12 percent of the teachers agreed to a moderate extent, 12 percent to a great extent while 48 percent agreed to a very great extent that due to recurring ethnic conflicts, insecurity created forces school attending pupils stop attending school. Lastly 8 percent of the teachers agreed to a moderate extent, 16 percent to a great extent while 40 percent agreed to a very great extent that pupils travel far to get to their schools and due to ethnic classes, most of them drop out of school.

The findings imply that ethnic conflict negatively influenced pupils' retention in public primary school in Tigania East Division, Meru County. Pupils' retention in school was greatly compromised during ethnic conflict in Tigania East Division as many households' sources of livelihood were completely destroyed and therefore they could barely financially support their children education. The widespread fear due to imminent ethnic conflict and insecurity also made many pupils drop out.

The findings are in agreement with Bird and Higgins (2009) who conducted a qualitative study in Northern Uganda and found out that, compared to the rest of the country, the Northern region of Uganda lagged behind in school retention due to the widespread poverty caused by the conflicts in the region making it impossible for parents to retain their children in school. The findings are also consistent with

UNESCO (2010) who observed that few children attend primary school in conflict-prone areas owing to fear of attacks, displacement and students' recruitment into armed conflicts hence low attendance. Similar views are raised by Dyan & Kristopher (2006) who observes that the physical injury, psychological trauma and stigmatization faced by children are sources of profound and lasting disadvantage in education. Rape and other sexual violence are widely used as a war tactic in many countries. Insecurity and fear associated with sexual violence keep young girls, in particular, out of school.

4.6 How ethnic conflict affects teacher - pupil ratio in public primary school

The third objective of the study was to find out the extent to which ethnic conflict affects teacher - pupil ratio in public primary school, Tigania East Division, Meru County, Kenya. The results are presented in the subsequent subsections.

4.6.1 Head teachers, Teachers and pupils' response on ethnic conflicts

The study sought to establish whether there are ethnic conflicts in Tigania East Division.

Table 4.12 Head teachers, Teachers and pupils' response on ethnic conflicts

Responses	Head teachers		Teachers		Pupils	
	F	Percent (%)	F	Percent (%)	F	Percent (%)
Yes	8	80	24	96	270	90
No	2	20	1	4	30	10
Total	10	100	25	100	300	100

From the study findings in Table 4.14 above, 80 percent of the head teachers, 96 percent of teachers and 90 percent of pupils indicated that there are ethnic conflicts in Tigania East Division, Meru County. This depicts that Tigania East Division is an ethnic conflict prone area where pupils' participation in primary education is negatively impacted on by the effects of ethnic conflict.

The findings agree with Dabalén and Paul (2012) who argued that ethnic conflict worsens participation to primary education as ethnic conflict reduces the expected returns to schooling. As such education is unlikely to be viewed as a value-enhancing commodity in a conflict-prone area attainment. The findings also agree with Dryden-Peterson, (2009) who observed that ethnic conflict also lead to destruction of schools and educational infrastructure, displacement, death of students and teachers, closure of schools for an indefinite period and problems in harmonization of school calendars hence poor pupils' participation

4.6.2 Head teachers, Teachers and pupils' response on frequency of ethnic conflicts

The study inquired from the head teachers, teachers and pupils on frequency at which ethnic conflicts in Tigania East Division occurred per year.

Table 4.13 Head teachers, Teachers and pupils' response on frequency of ethnic conflicts

Responses	Head teachers		Teachers		Pupils	
	F	Percent (%)	F	Percent (%)	F	Percent (%)
Quarterly	1	10	2	8	12	4
Semi annually	3	30	4	16	108	36
Annually	6	60	19	76	198	66
Total	10	100	25	100	300	100

According to the study findings in Table 4.15 above, 60 percent of the head teachers, 76 percent of teachers and 66 percent of pupils indicated that ethnic conflicts in Tigania East Division occurred on annual basis. On the other hand, 30 percent of head teachers, 16 percent of teachers and 36 percent of pupils indicated that ethnic conflicts in Tigania East Division occurred on semi-annual basis. This illustrates that there is high prevalence of ethnic conflict in Tigania East Division which occurred on yearly

basis. The recurring ethnic conflict in Tigania East Division was likely to disadvantage pupils seeking primary education through making teachers to flee the area hence high TPR which reduced the quality of education offered. The head teachers, teachers and pupils indicated that the causes of the ethnic conflicts in Tigania East Division included; power struggles in the government administration, land ownership conflicts, stealing and looting, boundary disputes, political manipulations.

The study findings are consistent with Fredriksen (2009) who opined that although conflicts vary in their nature, they intensify school drop-outs and repetition, lead to drastic decrease in attendance rates, and results in wastage. The UNCRC acknowledges the magnitude of ethnic conflicts on children's education by noting that for millions of children affected by armed conflict, the right to education remains an unfulfilled promise. Out of approximately 75 million children who are out of school worldwide; more than half of these children are living in conflict-affected states (UNCRC, 2014).

4.6.3 How ethnic conflict affects teacher - pupil ratio in public primary school

The pupils were required by the study to indicate whether statements on the influence of ethnic conflict on pupils' enrollment in their public primary school were true. Table 4.16 below illustrates that pupils' opinion on statements on the influence of ethnic conflict on pupils' enrollment.

Table 4.14 Pupils’ response on how ethnic conflict affects teacher - pupil ratio in public primary school

Responses	F	Percent	F	Percent
		(%)		(%)
Ethnic conflicts impairs functioning of education systems leading to transfer of teachers leaving only few teachers to teach	252	84	48	16
Ethnic conflicts have resulted in death of teachers in this area who are yet to be replaced by the government	234	78	66	22
The recurring ethnic conflicts have slowed down economic development in this area hence reducing its attractiveness to new teachers	210	70	90	30
Due to ethnic conflicts in the area most of the schools lack teachers	225	75	75	25

From the findings, 84 percent indicated that ethnic conflicts impairs functioning of education systems leading to transfer of teachers leaving only few teachers to teach, 78 percent indicated that ethnic conflicts have resulted in death of teachers in this area who are yet to be replaced by the government, 75 percent indicated that due to ethnic conflicts in the area most of the schools lack teachers while 70 percent indicated that the recurring ethnic conflicts have slowed down economic development in this area hence reducing its attractiveness to new teachers respectively.

The findings imply that ethnic conflicts increased teacher - pupil ratio in public primary school in Tigania East Division, Meru County which had a negative effect on pupils’ participation in education. With low number of teachers to teacher the same

number of pupils, the quality of education was likely to be reduced as teacher's workload were likely to significantly increase and teachers may not be able to offer individualized teaching to the pupils.

4.6.4 How ethnic conflict affects teacher - pupil ratio in public primary school

The study sought to determine how ethnic conflict affects teacher - pupil ratio in public primary school, Tigania East Division, Meru County, Kenya. The teachers were therefore requested to indicate their level of agreement on statements on how ethnic conflict affects pupils' enrollment as reflected in their schools. The responses were rated on a five point Likert scale where: where 5-To a very great extent, 4-To a great extent, 3-To a moderate extent, 2-To a little extent, and 1-To no extent. The findings are as illustrated in Table 4.17 below. The following key was used;

To a very great extent = VGE: To a great extent = GE: To a moderate extent = ME:
To a little extent = LE: To no extent = NE

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Table 4.15 Teachers’ response on how ethnic conflict affects teacher - pupil ratio in public primary school

Responses		NE	LE	ME	GE	VGE	Total
Ethnic conflicts impairs functioning of education systems and has leads to transfer of teachers leaving only few teachers to teach	F	1	2	3	6	13	25
	%	4	8	12	24	52	100
Ethnic conflicts have resulted in death of teachers in this area who are yet to be replaced by the government	F	7	6	3	2	7	25
	%	28	24	12	8	28	100
The recurring ethnic conflicts have slowed down economic development in this area hence reducing its attractiveness to new teachers	F	-	-	4	8	13	25
	%	-	-	16	32	52	100
Due to ethnic conflicts in the area most of the schools lack teachers	F	1	5	5	3	11	25
	%	4	20	20	12	44	100

According to Table 4.17 above, 16 percent of the teachers moderately agreed, 32 percent to a great extent while 52 percent agreed to a very great extent that the recurring ethnic conflicts have slowed down economic development in this area hence reducing its attractiveness to new teachers. Meanwhile 12 percent of the teachers moderately agreed, 24 percent to a great extent while 52 percent agreed to a very great extent that ethnic conflicts impairs functioning of education systems and has leads to transfer of teachers leaving only few teachers to teach. On the other hand 20 percent of the teachers moderately agreed, 12 percent to a great extent while 44 percent agreed to a very great extent that due to ethnic conflicts in the area most of the

schools lack teachers. Similarly 12 percent of the teachers moderately agreed, 8 percent to a great extent while 28 percent agreed to a very great extent that ethnic conflicts have resulted in death of teachers in this area who are yet to be replaced by the government.

The findings indicated that ethnic conflicts interferes with the existing TPR and makes it worse through death of teachers, mass transfer of teachers o other safer areas, lack of posting of new teachers to conflict prone areas and through diminished attractiveness of the affected areas as a potential workplace for prospective teachers. This is likely to lead to high TPR where students are likely to get poor quality education due to lack of personalized teaching as teachers have high number of students to serve at any given time.

4.7 Influence of ethnic conflict on pupils' completion in public primary school

The last objective of the study was to assess how ethnic conflict influence pupils' completion rate in public primary school, Tigania East Division, Meru County, Kenya. The results are presented in the subsequent subsections.

4.7.1 Head teachers, teachers and pupils view on ethnic conflicts and pupils' completion

The study sought to establish whether the ethnic conflicts that are prevalent in Tigania East Division affected pupils' completion in public primary school.

Table 4.16 Head teachers, teachers and pupils view on ethnic conflicts and pupils' completion

Responses	Head teachers		Teachers		Pupils	
	F	Percent (%)	F	Percent (%)	F	Percent (%)
Yes	9	90	22	88	276	92
No	1	10	3	12	24	8
Total	10	100	25	100	300	100

From the study findings in Table 4.18 above, 90 percent of the head teachers, 88 percent of teachers and 92 percent of pupils indicated that ethnic conflicts that are prevalent in Tigania East Division affected pupils' completion in public primary school.

The findings depict that ethnic conflicts in Tigania East Division significantly contributed to poor completion rates in the division. Therefore there is a positive relationship between ethnic conflict and poor completion rates in Tigania East Division.

The findings are in agreement with Shemyakina (2006) who maintained that low returns to schooling could discourage households from sending children to school and instead they would channel their resources to ventures with more proceeds. This in effect intensifies the likelihood of children failing to complete their studies. The

findings are also in line with Holmes (2010) who noted that in a context of economic difficulty, households are less concerned with education, especially if they have to pay for it, as basic needs such as food, security and health are of outmost importance.

4.7.2 Pupils' response on ethnic conflict and pupils' completion

The pupils were required by the study to indicate whether statements on the influence of ethnic conflict on pupils' completion in their public primary school were true. Table 4.19 illustrates that pupils' opinion on statements on the influence of ethnic conflict on pupils' completion.

Table 4.17 Pupils’ response on ethnic conflict and pupils’ completion

Responses	True		False	
	F	%	F	%
The recurrent ethnic conflicts has led to high dropout rates of pupils leading to low completion rates	222	74	78	26
Schools have been completely crossed in the worst hit areas leading to pupils not sitting for their final exams	180	60	120	40
Ethnic conflict intensify primary school drop-outs and repetition, lead to drastic decrease in attendance rates, and results in wastage	210	70	90	30
Ethnic conflict reduce expected returns to schooling since education is unlikely to be viewed as a value-enhancing commodity in a conflict-prone area reducing completion	228	76	72	34
Children of primary school age in conflict-prone areas are forced to work rather than attend school	204	68	96	32
Conflict has also lead to destruction of schools and educational infrastructure and death of students hence reduced completion	198	66	102	34
Ethnic conflict induce households to keep their children away from school or send them away to relatives in more secure places where they do not complete their education	192	64	108	36

From the findings, 76 percent indicated that ethnic conflict reduce expected returns to schooling since education is unlikely to be viewed as a value-enhancing commodity in a conflict-prone area reducing completion, 74 percent indicated that the recurrent ethnic conflicts has led to high dropout rates of pupils leading to low completion rates, 70 percent indicated that ethnic conflict intensify primary school drop-outs and

repetition, lead to drastic decrease in attendance rates, and results in wastage, 68 percent indicated that children of primary school age in conflict-prone areas are forced to work rather than attend school, 66 percent indicated that conflict has also lead to destruction of schools and educational infrastructure and death of students hence reduced completion, 64 percent indicated that ethnic conflict induce households to keep their children away from school or send them away to relatives in more secure places where they do not complete their education, while 60 percent indicated that schools have been completely crossed in the worst hit areas leading to pupils not sitting for their final exams respectively.

The findings imply that ethnic conflicts have a significant negative effect on pupils' completion of school through reduced expected returns to schooling since education is unlikely to be viewed as a value-enhancing commodity in a conflict-prone area and fear of one's life making households to run away from their homes in search of safety for their lives.

The findings are in agreement with Holmes (2010) who noted that in a context of economic difficulty, households are less concerned with education, especially if they have to pay for it, as basic needs such as food, security and health are of outmost importance. The findings are also in line with UNESCO (2010) who noted that displacement of people, due to armed conflicts, may result in the use of school facilities as shelter and haven of safety. Consequently, teaching may not resume in these institutions and children would have to travel to schools elsewhere or drop-out of school completely.

4.7.3 Teachers' response on ethnic conflict and pupils' completion

The study sought to assess how ethnic conflict influence pupils' completion rate in public primary school, Tigania East Division, Meru County, Kenya. The teachers were therefore requested to indicate their level of agreement on statements on how ethnic conflict influence pupils' completion rate as reflected in their schools. The responses were rated on a five point Likert scale where: where 5-To a very great extent, 4-To a great extent, 3-To a moderate extent, 2-To a little extent, and 1-To no extent. The findings are as illustrated in Table 4.20 below. The following key was used;

To a very great extent = VGE: To a great extent = GE: To a moderate extent = ME:

To a little extent = LE: To no extent = NE.

Table 4.18 Teachers' response on ethnic conflict and pupils' completion

Responses		NE	LE	ME	GE	VGE	Total
the recurrent ethnic conflicts has led to high dropout rates of pupils leading to low completion rates	F	-	6	5	4	10	25
	%	-	24	20	16	40	100
schools have been completely closed in the worst hit areas leading to pupils not sitting for their final exams	F	3	8	2	3	9	25
	%	12	32	8	12	36	100
ethnic conflict intensify primary school drop-outs and repetition, lead to drastic decrease in attendance rates, and results in wastage	F	-	6	7	3	9	25
	%	-	24	28	12	36	100
ethnic conflict reduce expected returns to schooling since education is unlikely to be viewed as a value-enhancing commodity	F	-	5	5	5	10	25
	%	-	20	20	20	40	100
children of primary school age in conflict-prone areas are forced to work rather than attend school	F	1	4	7	4	9	25
	%	4	16	28	16	36	100
conflict has also lead to destruction of schools and educational infrastructure and death of students hence reduced completion	F	3	10	-	2	10	25
	%	12	40	-	8	40	100

From the study findings in Table 4.20 above, 20 percent of the teachers moderately agreed, 20 percent to a great extent while 40 percent agreed to a very great extent that ethnic conflict reduce expected returns to schooling since education is unlikely to be viewed as a value-enhancing commodity. Similarly 20 percent of the teachers moderately agreed, 16 percent to a great extent while 40 percent agreed to a very great extent that the recurrent ethnic conflicts has led to high dropout rates of pupils leading

to low completion rates. Meanwhile 28 percent of the teachers moderately agreed, 16 percent to a great extent while 36 percent agreed to a very great extent that children of primary school age in conflict-prone areas are forced to work rather than attend school. On the other hand 28 percent of the teachers moderately agreed, 12 percent to a great extent while 36 percent agreed to a very great extent that ethnic conflict intensify primary school drop-outs and repetition, lead to drastic decrease in attendance rates, and results in wastage. In addition, 8 percent of the teachers moderately agreed, 12 percent to a great extent while 36 percent agreed to a very great extent that schools have been completely closed in the worst hit areas leading to pupils not sitting for their final exams. Lastly 40 percent of the teachers agreed to a little extent, 8 percent to a great extent while 40 percent agreed to a very great extent that conflict has also lead to destruction of schools and educational infrastructure and death of students hence reduced completion respectively.

The findings imply that ethnic conflict negatively influenced pupils' completion rate in public primary school in Tigania East Division, Meru County. The ethnic conflict in Tigania East Division, Meru County contributed to poor pupils' completion rates due to; high dropout rates, repetition, decreased attendance rates, and wastage. With the destruction of schools and educational infrastructure and death of students, ethnic conflict further negatively affects pupils' completion of primary education.

The findings are in agreement with Keriga and Burja (2009) who argued that conflict threatens children's security as they travel to or from school and while attending classes. This may induce households to keep their children away from school or send them away to relatives in more secure places. The findings also agree with Dabalen and Paul (2012) who observed that conflict may also lead to destruction of schools

and educational infrastructure, displacement, death of students and teachers, closure of schools for an indefinite period and problems in harmonization of school calendars, all of which negatively affects pupils' schooling, ultimately contributing to their non-completion. They add that, although conflicts vary in their nature, they intensify school drop-outs and repetition, lead to drastic decrease in attendance rates, and results in pupils' inability to successfully complete their studies.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary of study, conclusion and recommendations of the study in line with the objectives of the study on the influence of ethnic conflict on pupils' participation in education in public upper primary school in Tigania East Division, Meru County, Kenya.

5.2 Summary of the study

Ethnic conflicts in Tigania East Division significantly contribute to low pupils' enrollment in the division. There is a positive relationship between ethnic conflict and low pupils' enrollment in Tigania East Division. Ethnic conflict negatively affected pupils' enrollment in public primary school in Tigania East Division, Meru County to a great extent through widespread family displacement, increased poverty levels, and recruitment of boys to militant groups. The study recommends that the management of public primary schools with the support from local administration in Tigania East Division should conduct regular campaigns to sensitize parents to take their children to schools.

Ethnic conflicts in Tigania East Division significantly contributed to low pupils' retention through destruction of many households' livelihood sources hence lack of financial support to support children education. The widespread fear due to imminent ethnic conflict and insecurity also made many pupils drop out of school. There is a positive relationship between ethnic conflict and low pupils' retention in Tigania East Division. The study recommends that the county government and the community

leadership should fast track the peace building initiatives to mitigate the occurrence of ethnic conflicts in Tigania East Division.

There is high prevalence of ethnic conflict in Tigania East Division which occurred on yearly basis. The recurring ethnic conflict in Tigania East Division was likely to disadvantage pupils seeking primary education through making teachers to flee the area hence high TPR which reduced the quality of education offered. The causes of the ethnic conflicts in Tigania East Division included; power struggles in the government administration, land ownership conflicts, stealing and looting, boundary disputes, political manipulations. Ethnic conflicts interferes with the existing TPR and makes it worse through death of teachers, mass transfer of teachers to other safer areas, lack of posting of new teachers to conflict prone areas and through diminished attractiveness of the affected areas as a potential workplace for prospective teachers. This is likely to lead to high TPR where students are likely to get poor quality education due to lack of personalized teaching as teachers have high number of students to serve at any given time. The study recommends that that the national and county government should hire more teachers in Tigania East Division schools to ensure the TPR is within the recommended range of about 1:40 per school.

Ethnic conflicts in Tigania East Division significantly contributed to poor completion rates in the division. Therefore there is a positive relationship between ethnic conflict and poor completion rates in Tigania East Division. Ethnic conflicts have a significant negative effect on pupils' completion of school through reduced expected returns to schooling since education is unlikely to be viewed as a value-enhancing commodity in a conflict-prone area and fear of one's life making households to run away from their homes in search of safety for their lives. The ethnic conflict in Tigania East Division,

Meru County contributed to poor pupils' completion rates due to; high dropout rates, repetition, decreased attendance rates, and wastage. With the destruction of schools and educational infrastructure and death of students, ethnic conflict further negatively affects pupils' completion of primary education. The study recommends that the schools' management in collaboration with the ministry of education should formulate a strategy to deal with high dropout rates, repetition decreased attendance rates and wastage rates in their schools.

The study revealed that ethnic conflicts that are prevalent in Tigania East Division negatively affected pupils' enrollment in public primary school as indicated by 70 percent of head teachers, 92 percent of teachers and 95 percent of pupils in Table 4.8. Therefore, ethnic conflicts in Tigania East Division significantly contributed to low pupils' enrollment in the division. Therefore there is a positive relationship between ethnic conflict and low pupils' enrollment in Tigania East Division.

On how ethnic conflict influenced pupils' enrollment in Tigania East Division, the study established that; conflict has a negative effect on school enrolment, ethnic conflict led to insecurity which slowed down pupils enrollment, ethnic conflict led to displacement, ethnic conflict led to inability to pay school fees hence low enrollment, ethnic conflict leads to lack of school fees forcing school going age-children not to enroll due to widespread poverty, during ethnic conflicts there is pressure among boys to join militant groups and leading to low school enrollment and high drop-out rates respectively.

The ethnic conflict therefore negatively affected pupils' enrollment in public primary school in Tigania East Division, Meru County. The ethnic conflict breed insecurity in

the division making schools unsafe for learning and consequently significantly reducing pupils' enrollment. Through ethnic conflicts recurrence in Tigania east division, there was widespread family displacement, increased poverty levels that led to parents' inability to cater for their children's education needs, and also led to recruitment of boys to militant groups. Hence ethnic conflict contributed significantly to reduction in pupils' enrollment in public primary school in Tigania East Division.

The study revealed that ethnic conflicts that are prevalent in Tigania East Division affected pupils' retention in public primary school according to 80 percent of head teachers, 88 percent of teachers and 76 percent of pupils in Table 4.11. This illustrates that ethnic conflicts in Tigania East Division significantly contributed to low pupils' retention in the division. Therefore there is a positive relationship between ethnic conflict and low pupils' retention in Tigania East Division.

On how ethnic conflict influenced pupils retention in Tigania East Division, the study established that; conflict has a negative effect on pupils retention, prevailing conflict disrupts household livelihood strategies and families cannot afford to pay for educational costs not catered for by FPE, large number of children in primary school dropped out due to ethnic conflict, pupils in the area are forced to join their families in seeking livelihood sources at the expense of their education due to economic hardships associated with conflicts, due to recurring ethnic conflicts, insecurity created forces school attending pupils stop attending school, pupils travel far to get to their schools and due to ethnic classes, most of them drop out of school respectively.

The ethnic conflict negatively thus influenced pupils' retention in public primary school in Tigania East Division, Meru County. Pupils' retention in school was greatly

compromised during ethnic conflict in Tigania East Division as many households' sources of livelihood were completely destroyed and therefore they could barely financially support their children education. The widespread fear due to imminent ethnic conflict and insecurity also made many pupils drop out.

The study confirmed that there are ethnic conflicts in Tigania East Division, Meru County as indicated by 80 percent of the head teachers, 96 percent of teachers and 90 percent of pupils in Table 4.14. Therefore, Tigania East Division is an ethnic conflict prone zone where pupils' participation in primary education has been negatively impacted on by the diverse effects of ethnic conflict.

The ethnic conflicts in Tigania East Division recurred on annual basis as unanimously indicated by 60 percent of head teachers, 76 percent of teachers and 66 percent of pupils in Table 4.15. Hence there is high prevalence of ethnic conflicts in Tigania East Division which recur on yearly basis. The recurring ethnic conflicts in Tigania East Division are likely to disadvantage pupils seeking primary education as a result of teachers fleeing the area hence high TPR which reduces the quality of education offered.

The causes of the ethnic conflicts in Tigania East Division includes; power struggles in the government administration, land ownership conflicts, stealing and looting, boundary disputes, political manipulations.

The study revealed that ethnic conflicts in Tigania East resulted in serious rise in the teacher pupil ratio as teachers were transferred to other schools by the TSC upon request and pupils had only a handful of teachers in most schools upon resuming school. This in turn lead to erosion on the quality of education offered in Tigania East

Schools due to lack of personalized teaching that is only possible with the right TPR in a given school. Ethnic conflicts in Tigania East Division significantly affected teacher pupil ratio in the division. Therefore there is a positive relationship between ethnic conflict and teacher pupil ratio in Tigania East Division. Ethnic conflict in Tigania East Division also led to reduction in pupils' attendance in school leading to reduction in TPR.

The study found out that ethnic conflicts resulted to increased teacher-pupil ratio in Tigania East Division to a moderate extent. This shows that ethnic conflict interfered with the existing teacher-pupil ratio where either there were not enough teachers or pupils' attendance in school significantly reduced hence poor pupil participation in education.

On how ethnic conflict affected TPR in Tigania East Division, the study established to a great extent that; the recurring ethnic conflicts have slowed down economic development in this area hence reducing its attractiveness to new teachers, ethnic conflicts impairs functioning of education systems and has leads to transfer of teachers leaving only few teachers to teach, due to ethnic conflicts in the area most of the schools lack teachers, ethnic conflicts have resulted in death of teachers in this area who are yet to be replaced by the government respectively.

The findings infer that ethnic conflict negatively affected teacher - pupil ratio to a great extent in public primary school in Tigania East Division, Meru County. The ethnic conflict had two ways in which it significantly affected the TPR and consequently affecting the pupils' participation in education. Ethnic conflict resulted in reduction in number of teachers through death, injuries, and transfers to other parts

of the country making the TPR to go up. On the other ethnic conflict led to withdrawal of pupils from attending school through death, injuries, and transfer to other schools which significantly reduced the TPR. In both cases, the learning process was disrupted by the ethnic conflicts, negatively affecting pupils' participation in education in public upper primary school in Tigania East Division.

The findings further illustrates that ethnic conflicts interferes with the existing TPR and makes it worse through death of teachers, mass transfer of teachers to other safer areas, lack of posting of new teachers to conflict prone areas and through diminished attractiveness of the affected areas as a potential workplace for prospective teachers. This is likely to lead to high TPR where students are likely to get poor quality education due to lack of personalized teaching as teachers have high number of students to serve at any given time.

The study revealed that ethnic conflicts that are prevalent in Tigania East Division affected pupils' completion in public primary school according to 90 percent of head teachers, 88 percent of teachers and 92 percent of pupils in Table 4.18. Hence the fact that ethnic conflict in Tigania East Division significantly contributed to poor completion rates in the division. Therefore there is a positive relationship between ethnic conflict and poor completion rates in Tigania East Division.

On how ethnic conflict influenced pupils completion rate in Tigania East Division, the study established to a great extent that; ethnic conflict reduce expected returns to schooling since education is unlikely to be viewed as a value-enhancing commodity, the recurrent ethnic conflicts has led to high dropout rates of pupils leading to low completion rates, children of primary school age in conflict-prone areas are forced to

work rather than attend school, ethnic conflict intensify primary school drop-outs and repetition, lead to drastic decrease in attendance rates, and results in wastage, schools have been completely crossed in the worst hit areas leading to pupils not sitting for their final exams, conflict has also lead to destruction of schools and educational infrastructure and death of students hence reduced completion.

The ethnic conflict therefore negatively influenced pupils' completion rate in public primary school in Tigania East Division, Meru County. The ethnic conflict in Tigania East Division, Meru County contributed to poor pupils' completion rates due to; high dropout rates, repetition, decreased attendance rates, and wastage. With the destruction of schools and educational infrastructure and death of students, ethnic conflict further negatively affects pupils' completion of primary education.

5.3 Conclusion from the study

The study sought to determine the influence of ethnic conflict on pupils' enrollment in public primary school, Tigania East Division, Meru County, Kenya. The study concludes that there are ethnic conflicts in Tigania East Division, Meru County mainly caused by; power struggles in the government administration, land ownership conflicts, stealing and looting, boundary disputes, political manipulations. Therefore, Tigania East Division being an ethnic conflict prone zone pupils' participation in primary education has been negatively impacted on by the diverse negative effects of ethnic conflict. The ethnic conflicts in Tigania East Division recur on annual basis hence there is high prevalence of ethnic conflicts in Tigania East Division. The recurring ethnic conflicts in Tigania East Division are likely to disadvantage pupils seeking primary education as a result of teachers fleeing the area hence high TPR which reduces the quality of education offered. The study concludes that ethnic

conflicts in Tigania East results in serious rise in the teacher pupil ratio as teachers are transferred to other schools by the TSC and pupils had only a handful of teachers in most schools upon resuming school. This in turn lead to erosion on the quality of education offered in Tigania East Schools due to lack of personalized teaching that is only possible with the right TPR in a given school. Ethnic conflicts in Tigania East Division significantly affected teacher pupil ratio in the division. Therefore there is a positive relationship between ethnic conflict and teacher pupil ratio in Tigania East Division. Ethnic conflict in Tigania East Division also led to reduction in pupils' attendance in school leading to reduction in TPR.

The study concludes that ethnic conflicts in Tigania East Division significantly contributed to low pupils' enrollment in the division. Therefore there is a positive relationship between ethnic conflict and low pupils' enrollment in Tigania East Division. The study further concludes that ethnic conflict negatively affected pupils' enrollment in public primary school in Tigania East Division, Meru County. The ethnic conflict breed insecurity in the division making schools unsafe for learning and consequently significantly reducing pupils' enrollment. Through ethnic conflicts recurrence in Tigania east division, there was widespread family displacement, increased poverty levels that led to parents' inability to cater for their children's education needs, and also led to recruitment of boys to militant groups. Hence ethnic conflict contributed significantly to reduction in pupils' enrollment in public primary school in Tigania East Division.

The study sought to establish the influence of ethnic conflict on pupils' retention in public primary school, Tigania East Division, Meru County, Kenya. The study concludes that ethnic conflict in Tigania East Division significantly contributes to low

pupils' retention in the division. Therefore there is a positive relationship between ethnic conflict and low pupils' retention in Tigania East Division. The study concludes that ethnic conflict negatively influenced pupils' retention in public primary school in Tigania East Division, Meru County. Pupils' retention in school was greatly compromised during ethnic conflict in Tigania East Division as many households' sources of livelihood were completely destroyed and therefore they could barely financially support their children education. The widespread fear due to imminent ethnic conflict and insecurity also made many pupils drop out.

The study sought to determine the influence of ethnic conflict on teacher - pupil ratio in public primary school, Tigania East Division, Meru County, Kenya. The study concludes that ethnic conflict negatively affected teacher - pupil ratio to a great extent in public primary school in Tigania East Division, Meru County. The ethnic conflict had two ways in which it significantly affected the TPR and consequently affecting the pupils' participation in education. Ethnic conflict resulted in reduction in number of teachers through death, injuries, and transfers to other parts of the country making the TPR to go up. On the other ethnic conflict led to withdrawal of pupils from attending school through death, injuries, and transfer to other schools which significantly reduced the TPR. In both cases, the learning process was disrupted by the ethnic conflicts, negatively affecting pupils' participation in education in public upper primary school in Tigania East Division.

The study sought to establish the influence of ethnic conflict on pupils' completion rate in public primary school, Tigania East Division, Meru County, Kenya. The study concludes that ethnic conflict in Tigania East Division significantly contributes to poor completion rates in the division. Therefore there is a relationship between ethnic

conflict and poor completion rates in Tigania East Division. The study also concludes that ethnic conflict negatively influenced pupils' completion rate in public primary school in Tigania East Division, Meru County. The ethnic conflict in Tigania East Division, Meru County contributed to poor pupils' completion rates due to; high dropout rates, repetition, decreased attendance rates, and wastage. With the destruction of schools and educational infrastructure and death of students, ethnic conflict further negatively affects pupils' completion of primary education.

5.4 Recommendations for the study

- i. The study established that ethnic conflict in Tigania East Division resulted in decline in pupils' enrollment. The study recommends that the management of public primary schools with the support from local administration in Tigania East Division should conduct regular campaigns to sensitize parents to take their children to schools.
- ii. The study identified that ethnic conflicts was a contributing factor towards low pupils' retention in education through deprivation of family livelihood, and high insecurity. The study recommends that the county government and the community leadership should fast track the peace building initiatives to mitigate the occurrence of ethnic conflicts in Tigania East Division. The security in the Division should also be beefed up by the security agencies. These efforts will help to create good learning environment and enhance pupils' retention in education.
- iii. The study revealed that ethnic conflict in Tigania East Division caused massive transfer of teachers (over 40%) hence high TPR. The study

recommends that that the national and county government should hire more teachers in Tigania East Division schools to ensure the TPR is within the recommended range of about 1:40 per school.

- iv. The study established that ethnic conflicts in Tigania East Division led to contributes to poor completion rates in education. The study recommends that the schools' management in collaboration with the ministry of education should formulate a strategy to deal with high dropout rates, repetition decreased attendance rates and wastage rates in their schools.

5.5 Recommendations for further researcher

Having explored the influence of ethnic conflict on pupils' participation in education in public upper primary school in Tigania East Division, Meru County, Kenya, the researcher proposes the following;

- i. A similar study is recommended in other ethnic conflict prone districts of the country to assess the generalizability of the study findings. This should also include a comparison of urban and rural schools. In addition, a larger sample should be applied to include parents would enhance more opinions from a wide scope of respondents.
- ii. Further a similar study is recommended on private schools since the present study focussed on public schools.

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APPENDICES
APPENDIX I
INTRODUCTION LETTER

Purity N. Wachira

University of Nairobi

PO BOX 26177-00504,

Nairobi.

The District Education Officer, Tigania East Division

PO BOX,

Meru, Kenya

Dear Sir/Madam,

RE: LETTER OF DATA COLLECTION REQUEST

I am a master of education student at the University of Nairobi and in my final year of study. As part of the requirements for the award of the degree of Master of Education, I am undertaking a research on **“Influence of ethnic conflict on pupils’ participation in education in public upper primary school in Tigania East Division, Meru County, Kenya”**.

In this regard, I am seeking permission to conduct the study in public primary schools in Tigania East Division.

Thank you in advance

Yours Faithfully,

Purity N. Wachira

APPENDIX II

TEACHERS' QUESTIONNAIRE

Instructions: (Please read the instructions given and answer the questions as appropriately as possible). Make an attempt to answer every question fully and honestly.

SECTION A: General Information

1. What is your gender? Male Female
2. What is your age bracket? Below 25 years 25-35 years
36-45 years Over 45 Years
3. What is your highest level of education?
Untrained Teacher P1 Teacher Diploma
Bachelor's degree Master's degree
Others (specify).....
4. How many years have you worked in Tigania East Division of Meru County as a teacher? Less than 1 year 1-5 years 6-10 years
Over 10 years
5. Kindly give the statistics of the numbers of boys and girls in your school for the period between 2009 -2014 in terms of;

EnrolmentretentionCompletionTransition

Section B: How ethnic conflict affects teacher - pupil ratio in public primary school.

6. Are there ethnic conflicts in Tigania East? Yes No
7. How frequent are the ethnic conflicts in Tigania East Division?
Monthly quarterly Semi - annually annually
8. What are the causes of the ethnic conflicts in Tigania East Division?
9. Has the ethnic conflicts in Tigania East resulted to increased teacher pupil ratio?
Yes No
11. To what extent has the ethnic conflicts resulted to increased teacher pupil ratio in Tigania East Division?
To a very great extent To a great extent To a moderate extent
To a little extent To no extent

12. The following statements relates to the extent to which ethnic conflict affects teacher - pupil ratio in public primary school, Tigania East Division? To what extent do you agree with each of the statements? Use a scale of 1-5 where 5-To a very great

extent, 4-To a great extent, 3-To a moderate extent, 2-To a little extent, and 1-To no extent.

Statements	1	2	3	4	5
Ethnic conflicts impairs functioning of education systems and has leads to transfer of teachers leaving only few teachers to teach					
Ethnic conflicts have resulted in death of teachers in this area who are yet to be replaced by the government					
The recurring ethnic conflicts have slowed down economic development in this area hence reducing its attractiveness to new teachers					
Due to ethnic conflicts in the area most of the schools lack teachers					

Section C: Influence of ethnic conflict on pupils’ enrollment in public primary school.

13. Has the ethnic conflicts that are prevalent in Tigania East Division affected pupils’ enrollment in public primary school? Yes [] No []

14. If yes, in what ways does the ethnic conflict affect the pupils’ enrollment in public primary school?

15. The following statements relates to the influence of ethnic conflict on pupils’ enrollment in public primary school, Tigania East Division, Meru County, Kenya? To what extent do you agree with each of the statements? Use a scale of 1-5 where 5-To a very great extent, 4-To a great extent, 3-To a moderate extent, 2-To a little extent, and 1-To no extent.

Statements	1	2	3	4	5
Ethnic conflict led to inability to pay school fees hence low enrollment					
Ethnic conflict led to displacement					
Ethnic conflict led to insecurity which slowed down pupils enrollment					
Conflict has a negative effect on school enrolment					
Ethnic conflict leads to lack of school fees forcing school going age-children not to enroll due to widespread poverty					
During ethnic conflicts there is pressure among boys to join militant groups and leading to low school enrollment and high drop-out rates					

Section D: Influence of ethnic conflict on pupils’ retention in public primary school.

16. Has the prevalent ethnic conflicts in Tigania East Division affected pupils’ retention in public primary school? Yes [] No []

17. If yes, in what ways does the ethnic conflict affect the pupils’ retention in public primary school?

18. The following statements relates to the influence of ethnic conflict on pupils' retention in public primary school, Tigania East Division, Meru County, Kenya? To what extent do you agree with each of the statements? Use a scale of 1-5 where 5-To a very great extent, 4-To a great extent, 3-To a moderate extent, 2-To a little extent, and 1-To no extent.

Statements	1	2	3	4	5
Due to recurring ethnic conflicts, insecurity created forces school attending pupils stop attending school					
Pupils travel far to get to their schools and due to ethnic classes, most of them drop out of school					
Conflict has a negative effect on pupils retention					
Large number of children in primary school dropped out due to ethnic conflict					
Pupils in the area are forced to join their families in seeking livelihood sources at the expense of their education due to economic hardships associated with conflicts					
Prevailing conflict disrupts household livelihood strategies and families cannot afford to pay for educational costs not catered for by FPE					

Section E: Influence of ethnic conflict on pupils' completion in public primary school.

19. Has the ethnic conflicts that are prevalent in Tigania East Division affected pupils' completion in public primary school? Yes [] No []

20. If yes, in what ways does the ethnic conflict affect the pupils' completion in public primary school?

21. The following statements relates to the influence of ethnic conflict on pupils' completion in public primary school, Tigania East Division, Meru County, Kenya? To what extent do you agree with each of the statements? Use a scale of 1-5 where 5-To a very great extent, 4-To a great extent, 3-To a moderate extent, 2-To a little extent, and 1-To no extent.

Statements	1	2	3	4	5
The recurrent ethnic conflicts has lead to high dropout rates of pupils leading to low completion rates					
Schools have been completely crossed in the worst hit areas leading to pupils not sitting for their final exams					
Ethnic conflict intensify primary school drop-outs and repetition, lead to drastic decrease in attendance rates, and results in wastage					
Ethnic conflict reduce expected returns to schooling since education is unlikely to be viewed as a value-enhancing commodity					
Children of primary school age in conflict-prone areas are forced to work rather than attend school					
Conflict has also lead to destruction of schools and educational infrastructure and death of students hence reduced completion					

Thank you for your time and participation

APPENDIX III
PUPILS' QUESTIONNAIRE

Instructions: (Please read the instructions given and answer the questions).

SECTION A: General Information

- 1) What is your sex a) Male [] b) Female []
- 2) Indicate your age bracket. a) 10-12yrs [] b) 13-14yrs [] c) > 14 years []
- 3) Kindly indicate your class (tick (□)). a) Std 6 [] b) std 7 [] c) std 8 []

Section B: How ethnic conflict affects teacher - pupil ratio in public primary school.

4. Are there ethnic conflicts in your area? Yes [] No []
5. How frequent are the ethnic conflicts in your area?
 Monthly[] quarterly [] semi annually [] annually []

10. The following statements relates to the influence of ethnic conflict on teacher - pupil ratio in your school? Indicate whether each statement is true or false.

Statements	True	False
Ethnic conflicts impairs functioning of education systems and has leads to transfer of teachers leaving only few teachers to teach		
Ethnic conflicts have resulted in death of teachers in this area who are yet to be replaced by the government		
The recurring ethnic conflicts have slowed down economic development in this area hence reducing its attractiveness to new teachers		
Due to ethnic conflicts in the area most of the schools lack teachers		

Section C: Influence of ethnic conflict on pupils' enrollment in public primary school.

11. Has the ethnic conflict in your area made pupils' not to join school? Yes [] No []
12. If yes, explain your answer?

13. The following statements relates to the influence of ethnic conflict on pupils' enrollment in public primary school? Indicate whether each statement is true or false.

Statements	True	False
Ethnic conflict led to inability to pay school fees hence low enrollment		
Ethnic conflict led to displacement		
Ethnic conflict led to insecurity which slowed down pupils enrollment		
Conflict has a negative effect on school enrolment		

Ethnic conflict intensify primary school drop-outs and repetition, lead to drastic decrease in attendance rates, and results in wastage		
Ethnic conflict reduce expected returns to schooling since education is unlikely to be viewed as a value-enhancing commodity in a conflict-prone area reducing completion		
Children of primary school age in conflict-prone areas are forced to work rather than attend school		
Conflict has also lead to destruction of schools and educational infrastructure and death of students hence reduced completion		
Ethnic conflict induce households to keep their children away from school or send them away to relatives in more secure places where they do not complete their education		

Thank you for your time and participation

APPENDIX IV

HEAD TEACHERS' INTERVIEW GUIDE

Instructions: *(Please read the instructions given and answer the questions as appropriately as possible).*

SECTION A: General Information

1. Indicate your gender
2. What is your age?
3. What is your highest level of education?

4. How many years have you worked in Tigania East Division of Meru County as a teacher?

5. Kindly give the statistics of the numbers of boys and girls in your school/ (district) for the period between 2009-2014 in terms of;
Enrolment Transition Completion

Section B: How ethnic conflict affects teacher - pupil ratio in public primary school.

6. Are there ethnic conflicts in Tigania East?
7. How frequent are the ethnic conflicts in Tigania East Division?
8. What are the causes of the ethnic conflicts in Tigania East Division?
9. Has the ethnic conflicts in Tigania East resulted to changes in increased teacher pupil ratio?

Section C: Influence of ethnic conflict on pupils' enrollment in public primary school.

12. Has the ethnic conflicts that are prevalent in Tigania East Division affected pupils' enrollment in public primary school?
13. If yes, in what ways does the ethnic conflict affect the pupils' enrollment in public primary school?

Section D: Influence of ethnic conflict on pupils' retention in public primary school.

14. Has the ethnic conflicts that are prevalent in Tigania East Division affected pupils' retention in public primary school?
15. If yes, in what ways does the ethnic conflict affect the pupils' retention in public primary school?

Section E: Influence of ethnic conflict on pupils' completion in public primary school.

16. Has the ethnic conflicts that are prevalent in Tigania East Division affected pupils' completion in public primary school?

17. If yes, in what ways does the ethnic conflict affect the pupils' completion in public primary school?

Thank you for your time and participation

APPENDIX V
RESEARCH AUTHORIZATION LETTER



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

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

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

Ref. No.

Date:

30th June, 2015

NACOSTI/P/15/8224/6221

Purity Nkuene Wachira
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of ethnic conflict on pupils participation in education in public upper primary schools in Tigania East Division Meru County Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Meru County** for a period ending **6th November, 2015.**

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

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


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

Copy to:

The County Commissioner
Meru County.

The County Director of Education
Meru County.



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

APPENDIX VI RESEARCH PERMIT

THIS IS TO CERTIFY THAT:

**MS. PURITY NKUENE WACHIRA
OF UNIVERSITY OF NAIROBI, 0-60200**

**MIKINDURI, has been permitted to
conduct research in Meru County**

**on the topic: INFLUENCE OF ETHNIC
CONFLICT ON PUPILS PARTICIPATION IN
EDUCATION IN PUBLIC UPPER PRIMARY
SCHOOLS IN TIGANIA EAST DIVISION
MERU COUNTY KENYA**

**for the period ending:
6th November, 2015**

**Applicant's
Signature**

Permit No : NACOSTI/P/15/8224/6221

Date Of Issue : 30th June, 2015

Fee Received : Ksh 1,000



**Director General
National Commission for Science,
Technology & Innovation**

CONDITIONS

- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit**
- 2. Government Officers will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**



REPUBLIC OF KENYA



**National Commission for Science,
Technology and Innovation**

**RESEARCH CLEARANCE
PERMIT**

Serial No. A 5583

CONDITIONS: see back page