

**INFLUENCE OF CONFLICT RELATED FACTORS ON PROVISION OF  
QUALITY EDUCATION FOR PASTORALIST LEARNERS IN PUBLIC  
SECONDARY SCHOOLS, MARIGAT SUB-COUNTY, KENYA**

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## **DECLARATION**

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

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## **DEDICATION**

This research work is dedicated with lots of love, respect and appreciation to my husband, Eliud Kiburio and sons Brian Chege and Ian Kiguru

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## **ABBREVIATIONS AND ACRONYMS**

<b>EFA</b>	Education for All
<b>KRCS</b>	Kenya Red Cross Society.
<b>MDGs</b>	Millennium Development Goals
<b>NACOSTI</b>	National Commission for Science and Technology and Innovation.
<b>NRC</b>	National Research Council
<b>OECD</b>	Organization for Economic Cooperation and Development.
<b>UN</b>	United Nations
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>UNHCR</b>	United Nations High Commission for Refugees
<b>UNICEF</b>	United Nations and International Children`s Emergency Fund
<b>UNRWA</b>	United Relief and Work Agency

## **ABSTRACT**

The study sought to find out the influence of conflict related factors on provision of quality education for pastoralist learners in public secondary schools, marigat sub-county, Kenya. The researcher formulated study objectives with main objective being to find out the influence of conflict related factors on provision of quality education for pastoralist learners in marigat sub-county Baringo Kenya. The goal was to identify the effects of physical displacement, destruction of school infrastructure, loss of sources of livelihood and loss of parents /guardians on the quality of education in the area and the measures taken to curb the conflict and improve on quality of education .Research questions were derived from the specific objectives and were later used to come up with questions for the questionnaires .The study was guided by Redekop's peace building theory which stipulates that deep rooted conflict is about identity .The study used descriptive survey design using both quantitative and qualitative approaches .This is because it intended to avail useful detailed information on the influence of conflict related factors on provision of quality education for pastoralist learners in Marigat sub-county. The researchers used questionnaires to collect data which were designed for the different groups of sample representatives' .The study established that conflict related factors such as physical displacements of families, destruction of school infrastructure, and loss of sources of livelihoods and loss of parents /guardians contributed to high dropout rates ,low retention and irregular attendance and consequently low quality education. Teachers also sought for transfers and were immediately replaced hence affecting the teacher pupil ratio .Families lost their livelihood leading to high levels of poverty .Learners become breadwinners due to loss of parents /guardians and attended schools irregularly .This denied learners a chance to acquire quality education in Marigat sub-county ,Baringo Kenya ,cattle rustling made parents lose their sources of livelihood .The study made the recommendation that in order to improve on the quality of education in the area the government in partnership with non-governmental organizations and community leaders should hold discussions in order to sensitize the community members on the negative effect of conflict on education They should also set up boarding schools in the volatile areas to avoid disruptions of learners and also set up police posts near the area to beef up security for learners .Government should also ensure that they deal with the black markets for the cattle to make sure that the bandits do not sell the cattle gotten through rustling .The teachers employer should also replace the displaced teachers in order to bridge the gap on teacher pupil ratio

## **CHAPTER ONE**

### **INTRODUCTION**

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

Universal Declaration of Human Rights (1948) says that every individual has a right to education. Education is not only a human right but an enabling right as it produces future leaders and experts in different fields. Barners (1982) quote Aristotle, (384-322BC) who says that Education is the creation of a sound mind in a sound body. It develops man's faculty so that he may be able to enjoy the supreme truth goodness and beauty of which perfect happiness essentially entails. This signifies that education is of paramount importance to an individual's life as it helps in his development in all spheres of life. Nyerere (1977) says that a nation without well groomed students is subject to poor development. Therefore, a country should take the education of its citizens seriously as it does not only help in individual development but the development of a nation at large.

In order to live a meaningful life, an individual must attain some level of education. This is why many international bodies and frameworks are concerned with the provision of education services. The Universal Declaration of Human Rights (1948) and The United Nations Convention on the Rights of the Child (1989) stress that all children have a right to education. The Dakar conference (2000) gave rise to Education for All goals with the declaration that by 2015, all children despite their ethnic groups, especially girls, children in difficult

circumstances and those from ethnic minorities were to have access to free primary education.

In this light, Kenya and other countries come in to provide Free Primary Education and Free Day Secondary Education in an attempt to meet the EFA goals. It also strives to provide subsidized secondary education. Other bodies like: United Nations Education Scientific and Cultural Organization, United Nations International Children Emergency Fund, Save the Children and many others are in the forefront trying to ensure that countries and individuals access the right to education. They also stress the need to give learners education that meets specified standards (i.e.) quality education UNESCO (2000), Quality education is characterized by two principles; the first identifies learner's cognitive development as the major objective of all education systems and the second emphasizes the education role in promoting values and attitudes of responsible citizens. UNESCO (2005) further adds that quality education is not merely passing of examinations but encompasses the discovery of talents, development of analytical, cognitive and creative potentials. It is determined and enhanced by critical imagination, positive self-image, spiritual and ethical values.

In order to achieve quality of education, the following indicators must be put into consideration: availability, adequacy, relevance and effectiveness of teaching and learning resources; teacher professional and academic qualifications; the teacher

pupil ratio; adaptability of the curriculum; the enrolment and completion rates and how inclusive the schools are.

However, it has been hard to achieve quality education as a result of several factors one of them being conflict. In times of conflict the above mentioned indicators are interfered with and teaching and learning activities are disrupted. This could be attributed to fight for resources and power. United Nations Report (2011) notes that conflicts always destroy education opportunities in war torn areas. It results to teachers either being killed, forced to flee or join fighting. Conflict also forces families to leave their homes and live in camps with little education opportunities, causes separation of families or destruction of sources of income for the families, forcing children to work instead of schooling, causes destruction of pupils progress report preventing them from re-entering other schools, forces forceful conscription of young boys into rebel armies, results to abduction of young girls who are made sex slaves for rebel commanders.

Where there is conflict, people feel insecure and they fear being attacked. This in turn makes people run away from their areas of occupation forcing many children to keep out of school. Those that can still get access to educational opportunities are also disadvantaged for they often lack enough resources and manpower to help in attainment of quality education. Save the Children (2013) says that even if

access can be maintained during conflict, there may still be significant impacts on learning.

UNESCO (2013) stresses the effects of conflict on education, and notes that by then, there were 28.5 million out of school children of primary school age in conflict affected countries.” Approximately, 75 million children are out of school worldwide, UNHCR 2014) brings to the sight that half of these children are living in conflict affected states. It further adds that the percentage of out-of-school-children in conflict affected countries has increased from 42% globally in total in 2008 to 50% in 2011 Sommer(2012), in the Fletcher Journal of Human Security says that, “Where there is conflict, issues of content, quality and safety persists and access to education continues to be a particularly difficult challenge for war affected populations especially the youth who are turned to militia. This has been observed in various countries in the world.

A good example of such a country is Colombia. The Revolutionary Armed forces of Colombia, engaged in child recruitment in schools. In September 2008 they entered a school in the department of Cauca where 800 students were studying and invited them to join the group. Save the Children in her Journal “Attacks on Education” confirms that in 2010, 22 teachers were killed in 10 departments in Colombi, Save the Children (2012).

Palestine has also had its fair share of conflict which contributed to negative effects on the quality of education. UN Secretary General (2012) confirmed that there were 321 incidents of attack against education in the occupied Palestinian territory, Save the Children (2013). In Gaza 285 schools buildings suffered damage as a result of air strikes, including 60 United Relief and Work Agency (UNRWA) school buildings. Between 14 and 21 November 22 students and four teachers were killed, Save the Children (2013).

Conflict has also affected education in Syria, Elin (2013) in his report supported by Save the children (2013) notes that up to January 2013, more than 3,900 schools in Syria had been destroyed occupied or used for purposes other than education. By April 2013 there was a rapid increase where 22 % of the country's 22,000 schools were rendered unusable for education. UNHCR(2014 a) says that armed conflict always leads to forced migration, interrupting the education of millions of children. They established that by April 2014 around 900,000 school – age children were estimated to be living as refugees as a result of conflict in Syria. Over half of this was not enrolled in any form of education.

Democratic Republic of Congo has also had its education system affected by conflict, UNICEF(2013) indicates that by April 2013, mutineers rounded over thirty male students at Mapendano secondary school in Masisi territory of DRC

The boys and young men tied up , taken to a military camp and included in the militant forces.

Conflict has also been witnessed in Somali .After the overthrowing of the dictatorship of President Said Barre, the country has experienced a series of civil conflict. Al –shabaab militants have systematically used schools as recruiting grounds .They have regularly visited schools and forcibly removed children from classrooms often at gunpoint .They have lined up students ,selected those they deem fit to serve as fighters and suicide bombers and taken them back to their training camps, Save the Children (2011).

Kenya also has its share of conflict which have had effect on education .According to Waki report (2008) violence has been part of Kenya’s electoral process since the restoration of the multi –party politics in 1992 It was noted that the 2007 general election was by far the most deadly and the most destructive ever experienced .There was massive killing, looting and destruction of property crops and livestock. About 1220 people were killed and 3,500 injured after the announcement of the presidential election results at the end of 2007 which were rejected by the opposition, Kenya red cross society (2008 ) notes that it is believed that about 600,000 people were forced to flee their homes ,farms and businesses .In this flight learning for the children was interrupted.

Kenya post-election violence isn't the only factor that has affected the quality of education. Among the pastoralist communities there are various instances of conflict as most of them migrate from one place to the other in search of pasture since they live in both arid and semi-arid areas .In this migration they fight for resources .In other cases there is cattle rustling where bandits steal livestock for sale, which has contributed to a lot of conflicts in affected areas.

Hendrickson et al (1996 ) says that due to proliferation of small arms and commercialization of cattle rustling ,there is an emergency of large scale violence ,cattle raiding between neighboring pastoral communities in Kenya ,which has made communities to arm themselves for protection against hostile groups. G.O.K (2006) notes that neighboring communities such as Pokot and Turkana have always had conflict due to scarcity and competition over pasture and water as well as border disputes. MOE (2012) says that conflict prone areas suffer for lack of adequate teachers as they fear for their lives in case an attack occurs. On the other hand schools are targeted by bandits of the warring communities, destroying the existing school infrastructure. In Marigat Sub –county in Baringo County in Kenya there has been perennial cattle rustling. The different communities living here and their neighbours have had perennial conflict. This conflict escalated in 2015 and led to the closure of schools primary namely Noosukuro, Rugus, Ngelecha and Araabal. Five more that had been closed were partially operational under the guard of Kenya Police Reservist.

On 22<sup>nd</sup> and 23<sup>rd</sup> January 2013 the G.O.K appointed a rapid assessment team with representation from U.N.H.C.R, Goal Ireland, Kenya Red Cross Society and government officials to check on the displacement situation in Araabal division and Sibilo location in Marigat and Baringo North districts. They found out that there was mass displacement of the local population. This affected the neighboring areas such as Araabal, Laikipia, Loruk, Sibilo, and their surrounding towns/villages as they hosted the displaced persons, Kenya Initial Rapid Assessment Report (2013). This implies that in this conflict learners were affected as they would not have registered in schools in these new areas immediately. This study therefore seek to establish how such displacement and other conflict related factors influence provision of quality of education for the pastoralist learners in Marigat sub-county.

## **1.2 Statement of the problem**

Conflict affects communities in different spheres of their lives. Some of the community members are killed, displaced or robbed off their sources of livelihood. Armed conflicts always lead to forced migration, interrupting the education of millions of children. UNHCR (2014). Conflict throughout the world creates a barrier to education achievement. UNESCO (2011) notes that conflict disrupts livelihood and creates poverty making it difficult for households with competing priorities to fund children's education.

According to UN (2011), conflicts always destroy educational opportunities in war torn areas. Those who join schools have to deal with inadequate infrastructure and human resources as teachers flee for their safety and learners fear to go to school for the fear of attack. Marigat sub-county having experienced conflict has had its share of problems and education infrastructure, teachers and learners have been affected as was the case in 2015 which led to closure of five schools.

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

The study was aimed at investigating the influence of conflict related factors on provision of quality education among the pastoralist learners in, Marigat sub-county, Baringo Kenya.

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

The following were the objectives of the study.

- i. To examine how the physical displacement of families by conflict influences provision of quality education in public secondary schools in Marigat sub county, Kenya.
- ii. To establish whether destruction of infrastructure during conflict influences provision of quality education in public secondary schools in Marigat sub-county, Kenya.

- iii. To examine the extent to which loss of parents / guardians influences provision of quality education in public secondary schools in Marigat sub county, Kenya.
- iv. To determine how loss of livelihood due to conflict influences provision of quality education in Marigat sub-county, Kenya.

### **1.5 Research Questions.**

The study sought to answer the following questions.

- i. How does physical displacement of families influence provision of quality education in public secondary schools in Marigat sub-county, Kenya?
- ii. How does destruction of infrastructure during conflict influence provision of quality education in public secondary schools in Marigat sub-county, Kenya.
- iii. To what extent does loss of parents/ guardians and as a result of conflict influence provision of quality education in public secondary schools in Marigat, Kenya?
- iv. How does loss of livelihood as a result of conflict influence provision of quality education in Marigat sub-county, Kenya.

### **1.6 Significance of the study**

This study was aimed at shedding light on how conflict has influenced provision of quality education to learners in Marigat Sub-county. This in turn would be used to persuade the local communities to live in harmony and if achieved quality education will be provided. Teachers, parent/guardians, learners would also use the information obtained to figure out how destructive conflict is. This would also in turn enable them fight against incidences of conflict so as to reduce the effects of the same on the teaching and learning process. NGOs and other emergency related organizations should also benefit from this study in that it can help them plan on how to respond to emergency situations.

### **1.7 Limitations of the study**

Marigat is an ASAL region and the terrain rough .The researcher experienced hardships travelling from one area to another in the rough climatic condition. The infrastructure is also not well developed and the only mode of transport was via motorbikes which led to consumption a lot of time than had been anticipated. This area has experienced conflict even as late as 2016 and even on the week the researcher was collecting data. It was still a volatile area security wise and the respondents did not feel free to disclose information to a stranger especially when they do not know the motive behind her research or what side she could be supporting .It also posed a security threat to the researcher. The researcher sought assistance from the area District Quality Assurance and Standard Officer who she

would call to convince the school authorities as reinforcement to the letter the researcher had obtained from his office.

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

The research covered only the public secondary schools in the area since they could be the only ones affected by conflict. The research only undertake secondary schools due to time limitations and also due to the fact that most learners in secondary schools in the conflict –affected could be vulnerable as they can be recruited to take part in conflict. Marigat is in the larger Baringo county which comprise of other sub –counties which are Baringo north, Baringo central and East Pokot .All these other counties have witnessed conflict and due to time constraints the researcher studied Marigat sub-county only.

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

The researcher carried out the study in the light of the following assumptions: the respondents would be willing to disclose accurate information to a stranger without fear of victimization or repulsive attacks, the school administration would be willing to allow the researcher access the learners and get information from them, the teachers and principals would also be willing to respond to the items listed in the questionnaires and that the schools would be having proper records on enrolment, retention and dropout of pupils in the targeted areas.

### **1.10 Definition of significant terms**

**Conflict** refers to disharmony among communities in the area.

**Quality education** refers to a process that meets the required standards that are adaptable and acceptable to the needs of the learners regardless of where he/she comes from, the situation he may be in or the gender.

**Conflict affected areas** refers to places facing disharmony.

**Out-of-school-children** refers to children not learning as a result of conflict.

**Loss of source of livelihood** refers to the damaging lack of material benefits considered to be basic necessities in the society.

**Displacement** refers to the act of forcing people to shift out of their residential area to other areas perceived as safe as a result of conflict.

**Provision** refers to the act of supplying learners with their educational needs.

**Pastoralists refer to communities that** keep animals such as cattle, sheep, goats etc. and they move from one place to another in search of pasture and water.

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

This study is organized in five chapters. Chapter one deals with background to the study, problem statement, purpose of the study, objectives of the study, research questions, significance of the study, basic assumptions of the study and definition of significant terms. Chapter two presents a review of literature and relevant research associated with the problem addressed in this study. Chapter three presents the research methodology and procedures that have been used for data

collection and analysis. Chapter four focuses on data analysis, interpretation and discussions. Finally, chapter five provides summary of research findings, conclusions and recommendations and suggestions for further studies.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

The chapters is subdivided into the following sub headings: concept of conflict and quality education, Physical displacement of families and provision of quality education. Destruction of infrastructure and provision of quality education, Loss of parents/ guardians and provision of quality education, Loss of sources of livelihood and provision of quality education, theoretical framework, conceptual framework and a summary of literature review.

#### **2.2 The Concept of conflict**

Burton (2007), defines conflict in terms of trying to satisfy human needs and says that conflict arises from unsatisfied human needs .He adds that during conflict , people represent their interests, but not their underlying needs ,however ,they will use power and coercion to meet those needs. UNHCR (2014) says that Statistics indicate that approximately 75 million children are out of school worldwide. It further observes that half of these children are living in conflict affected states UNICEF (2011) conflict constitutes of major obstacles to the achievements of EFA and MDGS.

A fight is a situation in which each party due to a Perceived conflict over interests' acts to reduce the welfare of the other. Galtung (2000), who represents

another school, maintains that injustice and structural violence mark a conflict situation. According to Galtung, absence of physical violence and direct confrontation between actors does not necessary mean that structural violence is totally absent. Curie (2011) presents a broader definition. For him, conflict is a situation where potential development of one party is impeded by another. However, the most widely used definition links a conflict situation with incompatible goals of parties. According to Nicholson (1992), a conflict exists when two people wish to carry out acts which are mutually inconsistent. The definition of conflict can be extended from single people to groups and more than two parties can be involved in a conflict.

The conflict in the mid-west of the country is also marked by high levels of internal displacement. The adverse effects of the war on jobs and land are prevalent throughout the country. However, the people in the mid-west reported to have experienced loss of livestock and non-land assets. Conflicts over commonly shared resources characteristically involve multiple stakeholder/group. Conflict over resources can take place at a variety of levels. From within the household to local, regional societal and global scale (Husseni,1998). The intensity of conflicts according to Hussein may also vary enormously from confusion and frustration to violence among members of community or between communities.

### **2.3 Physical displacement of families and provision of quality education.**

UNHCR (2014) notes that armed conflict always leads to forced migration, interrupting the education of millions of children. The (2011) Education for All Global Monitoring Report says that displacement is a major cause of reduced access to education during and after conflict. UNESCO (2011a pg154) notes that disproportionately high numbers of displaced learners are out of school. It further notes that half a million refugee children are not in school outside Syria.

SAVE THE CHILDREN (2013) notes that, what remains of Syria's education system bears little resemblance to pre- crisis conditions. It notes that in some communities existing schools cannot adequately accommodate new students who have been displaced from other parts of the country, leaving classes overcrowded, an insufficient supply of books, desks and sanitation facilities. Moreover, in some areas there aren't enough teachers as many have fled the area. UNESCO (2011, pg155), says that throughout 2008 conflict disrupted education for many children in North Kivu where nearly one million people were displaced. The enrollment rate was 52%, in North Kivu but only 40% of the children had access to basic education.

Dryden –Peterson, (2010a) says that in some cases displacement is on –going, such as for the children of Eastern DRC where “displacement is sometimes daily” and children schooling is constantly disrupted. UNICEF (2009) found out that

50% of the children aged between 6-11 years had been displaced and were out of school in DRC.

The gap between the formal rights to education for displaced children versus its provision is clear. In Afghanistan, 21 percent of respondents in an International Committee of the Red Cross (ICRC) survey note that are not being able to get an education, this is one of their top fears related to displacement (ICRC, 2009). In some cases, opportunities for education can increase in displacement, as for Afghan refugees in some parts of Pakistan. Yet in most cases, this fear is well-founded, as both refugees and IDPs are groups of children who remain out-of-school in large numbers. While data is often limited and unreliable, UNHCR estimates that primary school participation in camps is 69 percent and at secondary, only 30 percent. These global enrollment rates masks large inequities across camps, such that even within one country primary gross enrollment ratios (GER) can range from zero to one hundred percent (UNESCO, 2011).

#### **2.4 Destruction of infrastructure and provision of quality education.**

Conflict affects the quality of education in that once the education infrastructure has been destroyed learners lack learning spaces. This destruction also causes psychosocial trauma which may affect learners. UNESCO (2010 b) says that in Afghanistan attacks on schools teachers and students have been reported in large numbers. Over the last 10 years of conflict .Between 2006-2008, there were 1,153

reports on attack on education, including damage or destruction of schools. Save the Children (2013) on a report focused on 20 countries says that there were 3643 incidents of reported attacks on education in 17 countries. There was also 90 cases of military use and occupation of schools in 11 countries. Save the Children (2013), notes that between (November 14<sup>th</sup> and 21<sup>st</sup> ) in Gaza 285 school buildings suffered damage as a result of air strikes , including 60 UNRWA building. Farah (2014) notes that clan clashes in Mandera North district led to destruction of school buildings making many schools hold their classes in the open and a few choosing to stagger their classes so as to have children learn and use remaining facilities in shifts. Mwangi (2013) says that in 2012 about 3000 pastoralists of Somali origin migrated to Mwingi North, Mutito and Kitui South in search of pasture for livestock which led to conflict with residents over dwindling resources. This in turn contributed to closure of five schools.

War and conflicts impair the functioning of education systems and often leads to extensive damage of the original educational infrastructure. Millions of children are prevented from attending schools as a consequence of violent conflict. The objective of ensuring basic education for all by year 2015 is threatened with failures unless it is possible to stem such destructives societal conflicts. Although attacks on educational facilities are regarded as war crimes under international law, schools are increasingly being focused on by warring functions. According to Area Education Officer Mandera North, over 13 schools were destructed and

learners may not have classes to learn once the school re-opens while homes of about fifty household were reduced to ashes. 'It is easier to rebuild roads and bridges than it is to reconstruct institutions and strengthened the social fabric of a society' (Raphael, 1998) UNESCO (2003) concedes that it is not known how refugee children are attending schools outside. 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 (ibid, 3). In Rwanda many schools were the scene of atrocities during the genocide of 1994.

## **2.5 Loss of parents/ guardians and provision of quality education.**

Patrician Justino (2006) observes that armed conflict kill and displace populations often limiting the access of households to employment earnings due to death or recruitment of young adult males. Alderman et.al (2004, de Walque (2006) concur in that vulnerable households may choose to replace labour of the dead or injured males with children, where children are removed from schools, depleting their stock of human capital for future generation.

UNICEF (2000) survey of Rwandan children points out that 2\3 of the surveyed children had witnessed one or more murders during the 1994 genocide. In Colombia 22 teachers were killed in 10 departments in 2010. UNICEF (2010)

notes that in 2009 there was killing of an indigenous teacher in front of his students by FARC.

Hundreds of children are in trauma brought about by the loss of their parents, and relatives. Both the conflicting parties have been violating the rights of the children. Children have been the most affected by the violent internal armed conflict. Thousands of orphans (victims from both sides) have seen their parents, siblings, or friends being beaten up or tortured or killed. Oxfam (2005) asserts that poverty and destitution are critical factors affecting provision of quality education. In Nepal, over 4,000 children have been internally displaced; some of them even live on the street, exposed to various types of danger. Many displaced children have witnessed violence and destruction and thousands have been traumatized. Children who have been directly affected or who have witnessed atrocities from either side are deeply traumatized or have developed a sense of revenge (Bishnu, 2005).

Bundervoet and Verwimp (2005), Shemyakina (2006) for Colombia 2001 and Elisalvador (2005) the number of deaths and the injured in these conflicts were extremely high with unaccountable impacts on individuals' livelihood. Farah (2014) notes that in Mandera North district, parents and learners were killed during clan clashes in 2013 which brought about poverty and emotionally instability, thereby influencing provision of quality education.

## **2.6 Loss of sources of livelihood and provision of quality education**

Patricia Justino (2006) Armed conflict carries various direct and indirect costs which strongly affect the living conditions of households at the time of conflict and for many years thereafter. He further adds that during violent conflict assets such as houses, land labour, utensils, cattle, livestock and other productive assets get lost or damaged during heavy fighting and looting. Verpoorteen (2003) reports that during the 1994 Rwandan genocide, 12% of all households lost their houses while cattle stock on average decreased by 50%. Shemyakina (2006) found out that homes and livelihoods of around 7% households were damaged during the civil war in Tajikistan between 1992- 1998. Bundervoet and Verwimp (2005) say that the Burundi conflict in 1990s was associated with severe asset depletion. Oganda (2007) notes that in Sub-Saharan Africa, land clashes arise as a result of conflict over land as a resource.

Adan Farah Abbas (2013) quotes the District Commissioner Mandela North (2012) who confirmed that in his district that year, 2630 cattle and over 3820 goats were stolen and taken across the border by militia from Ethiopia threatening the livelihood of the entire community.

## **2.7 Summary of literature review.**

The researcher has discussed the influence of conflict related factors on the provision of quality education for pastoralist learners in Marigat sub county

Baringo Kenya. The factors discussed include: displacement of families, loss of parents/ guardians, destruction of infrastructure and loss of livelihood sources. Armed conflict world-wide have adversely affected access to education. The barriers that affects provision of quality education in clash prone areas were cited as destruction of structures, displacement of people, loss of parents, disruptions of sources of livelihood, teacher shortages, child labor, forceful conscription of young boys into rebel armies and sexual violence meted on abducted girls. Armed conflict have erupted in Timor, Yemen, Iraq among other countries in the world. In Africa, conflicts have erupted in Sierra Leone, democratic Republic of Congo, Uganda, Southern Sudan and Somalia among others (Wamugi & Muchemi, 2011). In Kenya armed conflict have erupted in areas such as Molo, Kuresoi, Trans Nzoia and most recently Mt. Elgon (Pkalya, &Adan, 2005). Perennial clashes in Mandera North district has escalated since 2010, no comprehensive research has been conducted to investigate the researcher has discussed the influence of conflict related factors on the provision of quality education for pastoralist learners in the region.

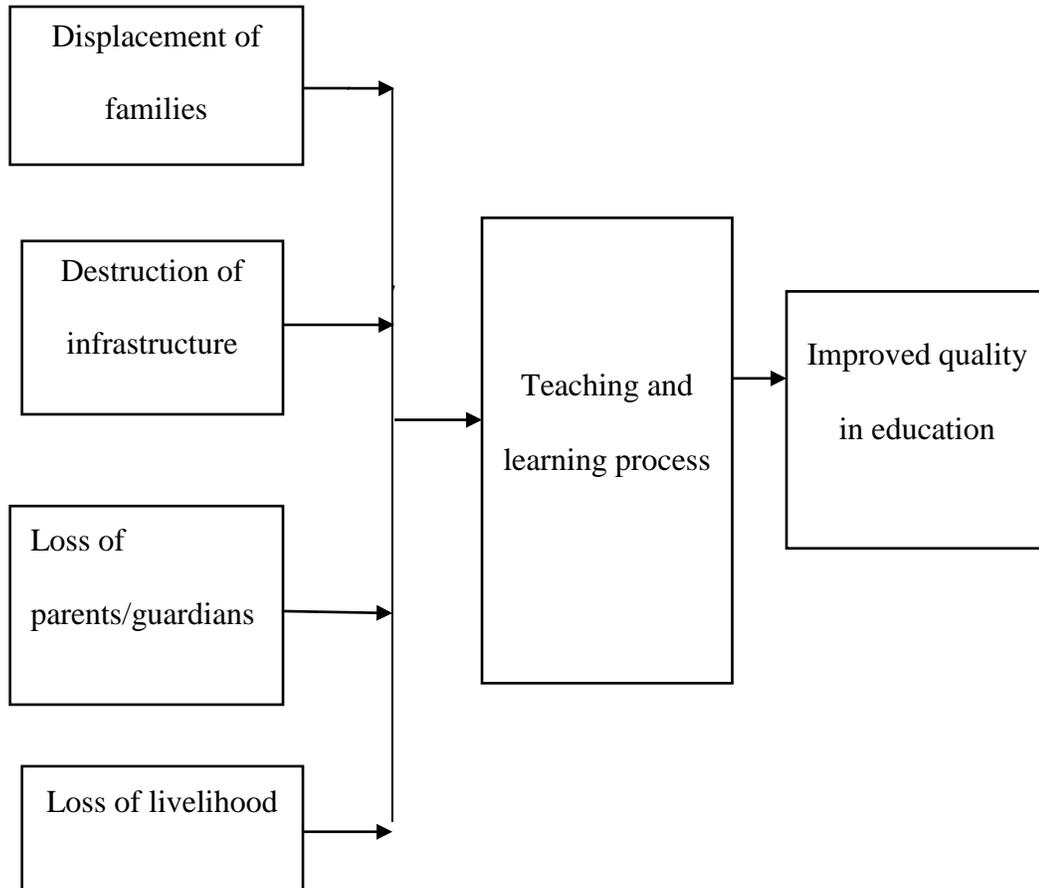
## **2.8 Theoretical framework.**

This study adopt the Bush and Saltarelli (1998) two faces of education theory of education. The Two Faces of Education in Ethnic Conflict challenges a widely-held assumption –that education is inevitably a force for good. While the provision of good quality education can be a stabilizing factor, Bush and Saltarelli

show how educational systems can be manipulated to drive a wedge between people, rather than drawing them closer together. In short, education reflects the society around it. The attitudes that flourish beyond the school walls will, inevitably, filter into the classroom. The report begins by describing the nature of today's armed conflicts, with virtually every conflict of recent years fought within, rather than between, nations. It examines the growing importance of ethnicity in conflicts, as clearly seen in recent tragedies such as Rwanda, Kosovo and Chechnya.

## 2.9 Conceptual framework

This information can be diagrammatically represented as follows'



**Figure 1.1 how conflict related factors influence provision of quality education.**

This conceptual framework suggests that conflict comes with various effects that negatively impact on the quality of education. Displaced learners may fail to join school in the new the areas. Damage of infrastructure leaves them with no learning spaces and a feeling of insecurity. If learners loss parents or guardians they may fail to attend school since they may have no one to tend to their basic

needs and payment of school fees. Loss of livelihood sources leaves parents with no means of catering for their children basic and educational needs. To achieve quality education, the government, security personnel, and members of the community should join hands and help in mitigating the influence of conflict related factors on quality of education.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the research methodology adopted for this study. It includes: the research design, target population, sample and sampling procedures, research instruments, instruments validity, instruments reliability, data collection procedures, data analysis procedures and ethical considerations.

#### **3.2 Research Design**

The study used a descriptive survey design. The design was used because it enabled the researcher efficiently gather information about the population in the area of study. Kothan (2004) says that descriptive survey design helps to describe the state of affairs as they are, without manipulation of variables, and this is why the researcher also chose it.

The researcher also used it because it helped in obtaining useful data in a relatively short period of time. It also helped in seeking public opinion regarding issues affecting the society in question. In this study it was used to find out the influence of conflict related factors on provision of quality of education for pastoralist learners in Marigat sub-county, Baringo, Kenya.

### **3.3 Target Population.**

Mugenda and Mugenda (1999) say that it refers to an entire group of individuals, events, or objects a common observable characteristic. The target population in this study consisted of all the 20 principals, 117 teachers and 2464 learners in all the 20 public secondary schools in Marigat sub-county, Baringo County.

### **3.4 Sample Size and Sampling Procedures**

Weirsmas (1995) described a sample as a small population of the target population selected systematically for the study. The researcher also did sampling because it enabled her learn something about a larger group by studying a few of its members hence saving time and money. Basha and Harter, (1980) State that 30% percent of any target population is adequate for the tabulation of a sample population. Hence, this hypothesis was arrived to arrive at a sample of public secondary schools and principals. The researcher also used simple random sampling procedure to arrive at ten percent of the total population, Gay, 1996) the researcher also used simple random sampling to select pupils in each school. To include boys and girls stratified sampling was used. Form two and three were selected through purposive sampling as it was felt they had stayed in school long enough. Form four was left out as they were preparing for their mock exams. The study sample, therefore, comprised of (6) schools, (6) principals 12 teachers and 242 learners.

**Table 3.1 Showing sample size and sampling procedures**

<b>Category</b>	<b>Target</b>	<b>Sample</b>	<b>% of Sample</b>
Principals	20	6	30.0
Teachers	117	12	10.0
Learners	2424	242	10.0
<b>Total</b>	<b>2561</b>	<b>260</b>	<b>10.0</b>

### **3.5 Research Instruments**

The researcher employed self-administered questionnaires to gather data for the study. There were three sets of questionnaires, that for the head teachers, teachers and for the pupils. Questionnaire is a fast way of obtaining data as compared to others instruments (Mugenda & Mugenda, 2003). Questionnaires give the researcher comprehensive data on a wide range of factors. Both open-ended and closed-ended items were used. Questionnaires allow greater uniformity in the way questions are asked, ensuring greater compatibility in the responses.

### **3.6 Validity of the Instruments**

This refers to the degree to which the instruments used in research collects the data desired for the study. Content validity is the degree of accuracy with which the instrument measure the target variable. The researcher ensured content validity by examining systematically the items in the questionnaire to ensure that all variables were well addressed. The researcher also sought assistance from the

supervisors for expertise advice. A pilot study was carried out in one school to help do away with inappropriate questionnaire items. The data gained was analyzed to help modify and improve on the questionnaire before giving it out to the sampled population.

### 3.7 Reliability of the Instruments

To enhance the reliability of instruments the researcher conducted a pilot study in Marigat Day Integrated School. This is what is referred to as test and retest method where the instruments were administered to the respondents. The researcher then analyzed the results and administered the questionnaires again. The aim of doing this was to help the researcher gauge the clarity and relevance of the questionnaire items so that those found to be inadequate for measuring the variables be discarded or modified to improve the quality of the research. Pearson's Product Moment Correlation Coefficient formula was used to establish the coefficient.

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

**Where:**

N = number of pairs of scores

$\sum XY$  = sum of the products of paired scores

$\sum X$  = sum of X scores

$\sum Y$  = sum of Y scores

$\Sigma X^2$  = sum of squared X scores

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$\Sigma Y^2$  = sum of squared Y scores

The results showed that the correlation coefficient was 0.8543 which was close to 1 making the instrument reliable.

### **3.8 Data Collection Procedure**

The research permit was obtained from National council of science and Technology (NCST). A copy of the permit and the introduction letter was presented to the District Education Officer (DEO) and District Commissioner, and head teachers of all schools where the researcher intend to carry out the study. After securing permission from the relevant authorities the researchers proceed and visited the selected schools. The researcher started with the office of the head teacher and formally introduces herself, the purpose of the visit and the rationale for choosing their schools as part of research study. All respondents were assured of confidentiality and security.

### **3.9 Data Analysis Techniques**

Technically speaking, data processing implies editing, classification, coding, and tabulation of collected data so that they are amenable to analysis (Kothari, 2007). Data analysis involves computation of certain measures along with searching for patterns of relationships that exist between the dependent variables and

independent variables. The data was analyzed according to variables and objectives of the study. Descriptive statistics was used to analyze, present and interpret data. Descriptive analysis will involve use of frequency distribution tables and figures which was used to generate values between dependent and independent variables used in the study. Content analyses were used for the qualitative data from the open ended questions in the questionnaire.

### **3.10 Ethical Consideration.**

Since the research involved human beings, the researcher upheld ethical requirements in this study. First of all the researcher explained the purpose of the study to the respondents, in which they were asked to participate willingly. The respondents were also asked to answer the questionnaires out of their own free will. They were asked not to write their names or that of their schools on their questionnaires.

## CHAPTER FOUR

### RESEARCH FINDINGS, ANALYSIS AND RECOMMENDATIONS

#### 4.1 Introduction

This chapter presents the findings of the study and critical analysis of the results which formed the basis for making conclusions and recommendations for the study. This chapter presents the research findings beginning with the population characteristics. Consequently, all the teachers and principals filled questionnaires accurately and returned which translated to 100% response rate while in the case of learners 237 questionnaires were correctly filled which accounted for 98% response rate. The data is represented in the following table;

#### 4.2 Instrument return rate

**Table 4.1 Response rate**

<b>Category</b>	<b>Sample Size</b>	<b>No respondents</b>	<b>of Response Rate %</b>
Principals	6	6	100.0%
Teachers	12	12	100.0%
Students	242	237	98.0%

Table 4.1 shows that all principles 100% and all the teachers targeted by the study responded on time while 98% of the students correctly filled the questionnaires.

#### 4.2 4.3 Demographic Information

Research findings were presented in tables beginning with the background information of respondents as follows;

**Table 4.2 Distributions of Principals by gender**

<b>Variable</b>		<b>Frequency</b>	<b>Percent</b>
<b>Gender</b>	Male	4	66.7
	Female	2	33.3
<b>Age</b>	35-45	2	33.3
	45-50	3	50
	Above 55 years	1	16.7
	10-19 years	4	66.7
<b>Years of service</b>	20-29 years	1	16.7
	Over 30 years	1	16.7

According to Table 4.2, majority of the principals were male at 67.0% as compared to their female counterparts who comprised of 33.0% of total principals population included in the sample size. Further, it was established that the majority of the respondents under principals category was between ages 45-50 years, 33.0% were between ages 35-45 and another 17.0% were above 50 years respectively. Majority (66.0%) of the principals included in the study had served

for a period between 10-19 years. Further 17.0% of the respondents had served for a period between 20-29 and 30 years and above respectively. On the statistics of learners based on enrollment, majority at 50.0% reported between 200-299. Consequently, 83.0% reported learners' statistics of between 100-199 due to retention and statistics on completion was reported at above 500 by all (100.0%) the respondents.

**Table 4.3 Distributions of teachers by gender**

<b>Variable</b>	<b>Factor</b>	<b>Frequency</b>	<b>Percent</b>
Gender	Male	10	83.3
	Female	2	16.7
age	21-30 years	2	16.7
	31-40 years	6	50
	41-50 years	4	33.3
		2	16.7
Academic qualification	High school	2	16.7
	Bachelor degree	10	83.3
period of service in region	1-5 years	2	16.7
	5-10 years	8	66.7
	10-20 years	2	16.7

According to table 4.3, majority of the teachers were male at 83.0% while the female counterparts comprised of 17.0%. In addition, majority of teachers were between ages 31-40 years at 50.0% while another 17.0% were between ages 21-30 years and 33.0% were aged 41-50 years. On academic qualification of teachers, 83.0% were bachelor's degree graduates and 17.0% had high school qualification. Consequently, majority of teachers had served in the school for a period of 5-10 years as evidenced by 67.0% response rate. 17.0% had served for 1-5 years and 10-20 years respectively.

**Table 4.4 Distributions of learners by gender**

<b>Variable</b>	<b>Category</b>	<b>Frequency</b>	<b>Percent</b>
Gender	Male	151	63.7
	Female	86	36.3
Age	15--12	28	11.8
	15-18	118	49.8
	18-20	62	26.2
	above 20 years	29	12.2
Class	Form one	28	11.8
	Form two	58	24.5
	Form three	60	25.3
	Form four	91	38.4

The study sought to establish the learner background information. It was realized that majority of the learners at 64.0% were male while their female counterparts comprised of 36.0% as shown in table 4.4. Majority of the learners were between ages 15-18 at 50.0% and that the majority of the learners at 38.0% were in form four.

**Table 4.5 Statistics of Learners**

<b>Variable</b>	<b>Category</b>	<b>Percentage</b>
	100-199	16.7
	200-299	50.0
	300-399	16.7
<b>Enrolment</b>	above 400	16.7
	100-199	83.3
<b>Retention</b>	300-399	16.7
<b>Completion</b>	Above 500	100

Table 4.5 showed that majority of students were between 200-299 as per enrollment as reported by majority 50.0% of the principals. The number of students due to retention was between 100-199 as reported by 83.3% of the principals. Finally, 100% of the principals reported that completion rate was above 500.

### 4.3 The influence of physical displacement of families on provision of quality education

The study sought to investigate the influence of physical displacement of families on provision of quality education. The findings were as follows;

#### 4.3.1 Response from principals on physical displacement and quality education

**Table 4.6 Response from Principals**

Variable	Yes %	No %
displacement due to conflict	100.0	0.0
Learners frequently displaced	83.3	16.7
Learners from your school have been displaced	83.3	16.7
School accommodating learners from other schools	66.7	33.3
Influence of accommodation on quality education due to adequacy of learning materials	66.7	33.3
influence due to teacher pupil ration	66.7	33.3
n=6		

According to Table 4.6 all (100.0%) the principals agreed that there is always displacement due to conflict in Marigat Sub County. As a result, majority 83.3%

agreed that learners are frequently displaced in the Sub County. It was also reported by majority (83.3%) of the principals that learners from their schools were displaced due to conflict. It was also agreed by majority (66.7%) of respondents in this category that their schools occasionally accommodated learners from other schools due displacement. Further, it was reported that accommodating learners from other schools due to conflict influenced quality of education as reported by majority (66.7%) who agreed on the matter. Majority (66.7%) of principals argued that the major influence was evidenced on the teacher pupil ratio. When families are displaced, children are unable to attend school or do not attend regularly affecting their learning. The displacement according to the head teachers has the effect of prolonged absenteeism by learners and in some cases children dropping out of school completely. This also makes it hard for teachers to complete the syllabus to the disadvantage of the children

**Table 4.7 Extent of displacement affecting quality**

<b>Variable</b>	<b>Category</b>	<b>Percent</b>
	very great extent	66.7
<b>Extent of displacement</b>	great extent	16.7
<b>affecting quality</b>	low extent	16.7
	n=6	100.0

According to Table 4.7, majority (66.7%) of the principals reported that the displacement of learners affected quality to a very great extent, 16.7% reported to a great extent and low extent respectively.

#### 4.3.2 Response from teachers on physical displacement and quality education

**Table 4.8 Response from teachers**

Variable	Yes %	No %
presence of conflicts in Marigat	100.0	0.0
displacement due to conflicts	83.3	16.7
learners resuming learning after conflicts	16.7	83.3
colleagues being displaced	66.7	33.3
teachers immediately replaced	0.0	100.0
school administration dealt with shortage	16.7	83.3
n=12		

Table 4.8 indicated that all teachers (100.0%) admitted that there are conflicts in Marigat Sub County. It was also mentioned that the conflicts are always sporadically as evidenced by 83.3% of the respondents. Further, majority (83.7%) of teachers reported that learners do not resume learning after the displacement, and that some teachers are usually displaced due to conflicts as majority (66.7%) of teachers agreed over the issue. Further, the study established that where teachers are displaced they are never replaced immediately by the TSC as

reported by majority 100.0% of teachers. It was also reported that school administration did not deal with the shortage as indicated by majority (83.3%) of teachers. Teachers felt that pupils need to learn uninterrupted if they are to perform well. Quality education demands minimal instruction time of 850-1000 hours per year that the school is opened every hour and every day of the school year.

**Table 4.9 Frequency of conflicts**

<b>Variable</b>	<b>Category</b>	<b>Frequency</b>	<b>Percent</b>
<b>frequency of conflicts</b>	quarterly	2	16.7
	sporadically	10	83.3
	Monthly	0	0.0
	Semi annually	0	0.0
	Annually	0	0.0
n=12			

Table 4.9 showed that conflicts in Marigat Sub County happened sporadically as reported by majority (83.3%) of the respondents. While additional 16.7% reported quarterly while none of the respondents reported monthly, semi-annually or annually. Due to the above findings, it is evident that conflicts displacement of both learners and teachers compromised quality of education in Marigat Sub county.

**Table 4.10 Extent of displacement**

Variable	Category	Frequency	Percent
<b>Extent of displacement</b>	Very high extent	2	16.7
	High extent	8	66.7
	Moderate extent	2	16.7

n=12

According to Table 4.10, majority (66.7%) of the respondents reported that extent of displacement of learners was to a high extent while 16.7% reported to a very high extent and moderate extent respectively.

**Table 4.11 Extent to which displacement affect quality education**

Variable	Category	Frequency	Percent
<b>Extent to which displacement affect quality education</b>	Very high extent	2	16.7
	High extent	4	33.3
	Moderate extent	2	16.7
	Low extent	4	33.3

n=12

It was reported by majority (33.3%) of the teachers that displacement of learners affected quality of education to a high extent and another 33.3% also reported to a low extent. 16.7% reported very high extent and moderate extent respectively as

indicated in Table 4.11 above. Displacement of students makes it impossible to have normal classroom lessons thereby undermining the provision of quality education.

### 4.3.3 Response from learners on physical displacement and quality education

**Table 4.12 Response from Students**

<b>Variable</b>	<b>Yes</b>	<b>No</b>
home area affected by conflict	75.9	24.1

n=237

According to Table 4.12, majority (75.9%) of the learners accepted that their home area had been affected by conflict while 24.1% denied that their home area was affected by conflicts.

**Table 4.13 Class of joining schools by respective students**

<b>Variable</b>	<b>Category</b>	<b>Frequency</b>	<b>Percent</b>
<b>Class of joining schools</b>	Form one	146	61.6
	Form two	91	38.4

n=237

Table 4.13 showed that that majority 61.6% of learners joined their current schools in form one and another 38.4%. Otherwise among the learners who moved schools, majority (49.8%) reported that the movement affected their performance to a high extent as shown in table 4.11 below.

**Table 4.14 Extent of moving schools affecting performance**

Variable	Category	Frequency	Percent
<b>Extent of moving schools affecting performance</b>	Very high extent	118	49.8
	High extent	62	26.2
	Low extent	57	24.1

n=237

Further, table 4.14 indicates that 26.2% and 24.1% reported the extent of moving schools to affect their performance to a high extent and low extent respectively. The findings showed that learners did not have stable learning sessions as a result of moving schools. This affected their performance to high extent hence compromising the provision of quality education.

#### **4.4 The influence of infrastructure destruction on provision of quality education**

The second objective was to establish the influence of infrastructure destruction on provision of quality education. The findings were as follows;

#### 4.4.1 Response from principals on influence of infrastructure destruction on provision of quality education

**Table 4.15 Response from principals**

Variable	Yes %	No %
There was destruction of buildings	66.7	33.3
Accommodation of learners from other schools	66.7	33.3
Destruction led to increased teacher pupil ratio	83.3	16.7
Learners shared teaching resources	83.3	16.7
Destruction contributed school dropouts	100.0	0.0
n=6		

Table 4.15 indicated that during conflicts, buildings were destroyed as reported by majority 66.7% of principals while 33.3% said No. It was also agreed by 66.7% that the schools in which those principals served accommodated learners from schools affected by conflicts. Further, it was established that destruction of buildings increased teacher student ratio thereby influencing the provision of quality of as evidenced by 83.3% yes response. As a result, it was reported by most principals (83.3%) that learners shared learning resources due destruction.

Consequently it was agreed (100.0%) that destruction contributed to school dropouts. The findings of this study mimics the work of UNESCO (2010 b) says that in Afghanistan attacks on schools teachers and students have been reported in large numbers. This affects learning as teachers and pupils are forced to learn under very uncomfortable conditions. Achieving quality education demands that infrastructure is adequate and comfortable for all learners.

**Table 4.16 Extent to which destruction intensified school drop outs**

<b>Variable</b>	<b>Category</b>	<b>Frequency</b>	<b>Percent</b>
<b>Destruction intensified school drop outs</b>	very high extent	1	16.7
	high extent	4	66.7
	low extent	1	16.7

n=6

Majority of the respondents at 66.7% reported that destruction of learning materials intensified school drop outs to a high extent while 16.7% reported it affects to a very high extent and low extent respectively as indicated in table 4.16..

**Table 4.17 Destruction led to low completion rates**

Variable	Category	Frequency	Percent
<b>Destruction led to low completion rates</b>	very high extent	2	33.3
	high extent	3	50.0
	low extent	1	16.7
n=6			

According to Table 4.17 majority (50.0%) of the principals reported that destruction of learning materials and buildings led to low completion rates at a high extent. Another 33.3% reported very high extent and 16.7% reported low extent.

#### **4.4.2 Response from teachers on influence of infrastructure destruction on provision of quality education**

**Table 4.18 Response from teachers**

Variable	Yes %	No %
instances when school buildings are destroyed	83.3	16.7
conflict resulting to destruction of materials	83.3	16.7
remaining materials are adequate	16.7	83.3
n=12		

According to table 4.18, majority (83.3%) of the teachers agreed that there are instances when school buildings are destroyed due to conflict. It was also reported that there was destruction of materials due to conflict as agreed 83.3% by majority of the teachers. Further, majority (83.3%) of the teachers reported that remaining materials were not adequate. The findings of this study mimics the work of Farah (2014) notes that clan clashes in Mandera North district led to destruction of school buildings making many schools hold their classes in the open and a few choosing to stagger their classes so as to have children learn and use remaining facilities in shifts. This implies that the local communities are not very endowed to construct replacement classes immediately after school buildings are destroyed but are not willing to be discouraged from seeking education by all means. Due to the above findings, it is evident that infrastructure destruction compromised quality of education in Marigat sub county.

**Table 4.19 Whether congestion in existing schools affect quality**

<b>Variable</b>	<b>Category</b>	<b>Frequency</b>	<b>Percent</b>
<b>Congestion in existing schools affect quality</b>	high extent	6	50.0
	moderate extent	2	16.7
	low extent	4	33.3
		n=12	

It was also reported by majority (50.0%) of teachers that congestion in existing schools due to conflict affect the provision of quality education to a high extent

while 33.3% and 16.7% reported to a low extent and moderate extent respectively as indicated in table 4.19 above.

**Table 4.20 Destruction intensified school drop outs**

<b>Variable</b>	<b>Category</b>	<b>Frequency</b>	<b>Percent</b>
<b>Destruction intensified school drop outs</b>	very high extent	2	16.7
	high extent	8	66.7
	low extent	2	16.7
n=12			

According to table 4.20, it was established that destruction of learning materials intensified school drop outs to a high extent as reported by 66.7% of the teachers further, 16.7% reported that destruction of learning materials intensified school dropouts to a very high extent and low extent respectively. According to UNESCO (2011), war related causes accounts for 42% of primary school children out of school worldwide.

**Table 4.21 Destruction led to low completion rates**

<b>Variable</b>	<b>Category</b>	<b>Frequency</b>	<b>Percent</b>
<b>Destruction led to low completion rates</b>	very high extent	4	33.3
	high extent	6	50.0
	low extent	2	16.7
n=12			

According to Table 4.21, most teachers (50.0%) reported that destruction of learning materials and building led to low completion rates at a low extent while another section 33.3% and 16.7% reported that destruction buildings led to low completion rates to a very high extent and low extent respectively. Due to the above findings, it is evident that infrastructure destruction compromised quality of education in Marigatsub county

#### **4.4.3 Response from on the influence of infrastructure destruction on provision of quality education**

**Table 4.22 Response from learners**

<b>Variable</b>	<b>Yes</b>	<b>No</b>
destruction of school due to conflict	75.9	24.1
conflict destroying learning materials	75.9	.428
presence of adequate learning materials	12.2	87.8
n=6		

According to table 4.22, majority 75.9% of learners agreed that the schools they attended had in occasions destroyed due to conflict. The learners also reported that conflicts destroyed learning materials as indicated by a majority 75.9%. The learners further reported No 87.8% to indicate that learning materials available were not adequate whereas only 12.2% reported that remaining learning materials were adequate. According to the United Nation Report (2011), conflict destroys

educational opportunities in war torn areas, results to teachers either been killed, forced to flee or join fighting.

**Table 4.23 Ratio of sharing present learning materials**

<b>Variable</b>	<b>Category</b>	<b>Frequency</b>	<b>Percent</b>
<b>Ratio of sharing present learning materials</b>	One to two	29	12.2
	One to three	146	61.6
	More than one to three	62	26.2
n=237			

It was also reported that the ratio of sharing present learning materials by the learners was one to three as indicated by majority 61.6% of the respondents while 26.2% and 12.2% of the learners reported that ratio of sharing present learning materials was more than one to three and one to two respectively as shown in table 4.23 above.

#### **4.5 Influence of the extent to which loss of parents or guardians influence provision of quality education**

##### **4.5.1 Response from principals on the Influence of the extent to which loss of parents or guardians influence provision of quality education**

**Tables 4.24 Response from principals**

<b>Variable</b>	<b>Yes</b>	<b>No</b>
	<b>%</b>	<b>%</b>
Loosing parents	83.3	16.7
Dropping out due to loss of parents	83.3	16.7
Mechanism to enable learners cope	33.3	66.7

n=6

According to table 4.24, majority (83.3%) of the principals reported loosing parents to their students during conflicts. Further, the findings indicated that some learners drop out of school due to conflict as reported by majority (83.3%) of the principals. In addition, majority (66.7%) of the principals reported that their schools had not established mechanism to enable learners cope with the loss. The findings of this study mimics the work of Farah (2014) reported that in Mandera North district, parents and learners were killed during clan clashes in 2013 which brought about poverty and emotionally instability, thereby influencing provision of quality education. When parents die, children are left orphaned and many drop out of school as a result to look after younger siblings. Parents and guardians are

the providers of the children and when they are not there, children undergo untold suffering including deprivation of the basics of life. This makes learning a nightmare for such children.

**Table 4.25 Extent of effect of losing parents on quality education**

<b>Variable</b>	<b>Category</b>	<b>Frequency</b>	<b>Percent</b>
<b>Extent of effect of losing parents on quality education</b>	large extent	1	16.7
	moderate extent	3	50.0
	low extent	2	33.3

n=6

According to Table 4.25, majority (50.0%) principals reported that the extent to which losing of parents affect quality education was moderate. A section (33.3%) of the principals reported that extent of which losing parents affected quality of education was to a low extent another 16.7% reported to a large extent.

#### 4.5.2 Response from teachers

**Table 4.26 Response from teachers**

Variable	Yes	No
	%	%
Guardians are killed due to conflict	100.0	0.0
Loss of parents affect learner school attendance	83.3	16.7
Mechanisms to ensure safety of learners present	50.0	50.0
mechanisms to help learners deal with loss	16.7	83.3
Loosing of parents leave learners without people to cater for psychological needs	66.7	33.3

n=12

According to table 4.26, majority (100.0%) of teachers agreed that there are cases when parents or guardians of learners are killed due to conflict. As a result, the loss of parent or guardian was reported to affect learner performance by majority 83.3% of the respondents. Teachers reported that there are no mechanisms to ensure safety of learners during the conflict period as indicated by majority (50.0%) and another 50.0% reported presence of mechanism to ensure safety. Further, it was also reported that there are no adequate mechanisms to help learners deal with losses as indicated by a majority (83.3%) response. It was also established that loosing of parents left learners affected without proper people to cater for their physiological needs as reported by majority 66.7% of teachers. Farah (2014) reported that teachers agreed that children without parents or

guardians either drop out of school or perform poorly. This adversely affects the quality of education that children get and this violates their rights to good quality education as enshrined in the constitution and other statutes.

#### **4.5.3 Response from Learners on the Influence of the extent to which loss of parents or guardians influence provision of quality education**

**Table 4.27 Response from Students**

Variable	Yes	No
	%	%
loss of parent due to conflict	63.7	36.3
loss of parent affected school attendance	75.9	24.1
n=237		

Table 4.27 indicated that majority (63.7%) of learners accepted that some of them had lost parents or guardians due to conflict. Consequently, it was agreed by majority (75.9%) of the learners that loss of parents affected their school performance. Due to the above findings, it is evident that loss of parents or guardians compromised quality of education in Marigat Sub County

**Table 4.28 Provision of basic needs**

<b>Variable</b>	<b>Category</b>	<b>Frequency</b>	<b>Percent</b>
<b>Provision of basic needs</b>	Relatives	175	73.8
	Well-wisher	62	26.2

n=237

In the case of losing parents, learners reported that their basic needs were majorly provided by relatives as indicated by a majority (73.8%) of the learners. Another 26.2% reported that provision of basic needs was performed by well-wishers due to loss of parents as shown in table 4.28 above.

**Table 29 How staying home affected performance**

<b>Variable</b>	<b>Category</b>	<b>Frequency</b>	<b>Percent</b>
<b>How staying home affected performance</b>	Highly	208	87.8
	Moderately	29	12.2

n=237

Table 4.29 showed that majority (87.8%) of the learners reported that staying home due to conflict or loss of parents affected their academic performance highly while another 12.2% reported the effect to be moderate.

#### **4.6 The influence of loss of livelihood on provision of quality education**

The study further sought to establish the influence of loss of livelihood on provision of quality education. The findings were as follows;

#### 4.6.1 Response from principals on the influence of loss of livelihood on provision of quality education

**Table 4.30 Response from principals**

Variable	Yes	No
Enrollment influencing quality education	83.3	16.7
n=6		

Table 4.30 showed that it was reported by majority (83.3%) of the principals that enrollment rate moderately influenced the quality of education while another 16.7% declined on the issue. Shemyakina (2006) found out that homes and livelihoods of around 7% households were damaged during the civil war in Tajikistan between 1992- 1998 and influenced the quality of education.

**Table 4.31 Source of livelihood**

Variable	Category	Frequency	Percent
Source of livelihood	Livestock rearing	5	83.3
	Arable farming	1	16.7
n=6			

Table 4.31 showed that the major source of livelihood was livestock rearing as perceived by majority (83.3%) of the principals while 16.7% reported arable farming.

**Table 4.32 Enrollment influencing quality education**

<b>Variable</b>	<b>Category</b>	<b>Frequency</b>	<b>Percent</b>
<b>Enrollment influencing quality education</b>	large extent	2	33.3
	moderate extent	3	50.0
	low extent	1	16.7

n=6

Table 4.32 indicated that enrollment influenced quality education to a moderate extent as reported by 50.0% of the principals. Another section 33.3% and 16.7% reported to a large extent and low extent respectively.

**Table 4.33 Retention influencing quality education**

<b>Variable</b>	<b>Category</b>	<b>Frequency</b>	<b>Percent</b>
<b>Retention influencing quality education</b>	large extent	4	66.7
	low extent	2	33.3

n=6

According to table 4.33, retention rate influenced quality education to a large extent as reported by 66.7% of the principals and 33.3% reported to a low extent.

**Table 4.34 Completion influencing quality education**

Variable	Category	Frequency	Percent
<b>Completion influencing quality education</b>	very large extent	4	66.7
	moderate extent	2	33.3

n=6

Table 4.34 established that the completion rate also influenced quality education to a very large extent as reported by majority (66.7%) of the respondents and another 33.3% reported the influence to a moderate extent.

**Table 4.35 Learners dropping out of school to help parents**

Variable	Category	Frequency	Percent
<b>Learners dropping out of school to help parents</b>	True	5	83.3
	False	1	16.7

n=6

According to Table 4.35, majority (83.3%) of the principals admitted that its true learners drop out of schools to help parents while only 16.7% reported false response. Oganda (2007) notes that in Sub-Saharan Africa, land clashes arise as a result of conflict over land as a resource and learners drop out of schools to help parents to secure they land.

#### 4.6.2 Response from teachers on the influence of loss of livelihood on provision of quality education

**Table 4.36 Response from teachers**

<b>Variable</b>	<b>Yes</b>	<b>No</b>
sources of livelihood affected by conflicts	83.3	16.7
n=12		

According to Table 4.36, the study established that the sources livelihood was affected by conflicts as reported by majority (83.3%) of teachers while 16.7% reported a No response.

**Table 4.37 Main source of livelihood**

<b>Variable</b>	<b>Category</b>	<b>Frequency</b>	<b>Percent</b>
<b>Main source of livelihood</b>	Pastoralism	8	66.7
	Arable farming	4	33.3
n=12			

Table 4.37 indicated that the main source of livelihood as reported by majority (66.7%) of teachers was livestock farming while 33.3% reported arable farming.

**Table 4.38 Extent to which Conflict affect provision of quality education**

<b>Variable</b>	<b>Category</b>	<b>Frequency</b>	<b>Percent</b>
<b>Extent to which conflict affect provision of quality</b>	Great extent	8	66.7
	Moderate extent	4	33.3
n=12			

According to table 4.38, it was established that the provision of quality education was affected by conflicts to a great extent as reported by majority (66.7%) of teachers and another 33.3% reported to a moderate extent.

**Table 4.39 families not able to share with government**

<b>Variable</b>	<b>Category</b>	<b>Frequency</b>	<b>Percent</b>
<b>Families not able to cos share with government</b>	True	10	83.3
	False	2	16.7
n=12			

According to table 4.39 majority (83.3%) of teachers also reported that most families were not able to cost share with government for the provision of quality education.

**Table 4.40 Learners dropping out of school to help parents**

<b>Variable</b>	<b>Category</b>	<b>Frequency</b>	<b>Percent</b>
<b>Learners dropping out of school to help parents</b>	True	4	66.7
	False	2	33.3

n=6

According to table 4.40, it was accepted by most teachers (66.7%) that learners dropped out of school to help parents due to conflict.

#### **4.6.3 Response from learners the influence of loss of livelihood on provision of quality education**

**Table 4.41 Response from learners**

<b>Variable</b>	<b>Yes</b>	<b>No</b>
loss of livelihood due to conflict	83.3	16.7
being out of school due to lack of school fees	66.7	33.3

n=237

Table 4.41 showed that the learners reported that the major source of livelihood was livestock rearing as evidenced by majority (83.3%) and those conflicts led to lack of school fees as reported by a majority 66.7% of the learners. According to the United Nation Report (2011), conflict destroys educational opportunities in war torn areas, results to loss of livelihood due to conflict.

**Table 4.42 Main source of livelihood**

<b>Variable</b>	<b>Category</b>	<b>Frequency</b>	<b>Percent</b>
<b>Main source of livelihood</b>	Pastoralism	4	66.7
	Arable farming	2	33.3

n=237

Table 4.41 showed that 66.7% of the learners reported that their main source of livelihood was pastoralism and another 33.3% reported arable farming.

**Table 4.42 rating performance due to absenteeism**

<b>Variable</b>	<b>Category</b>	<b>Frequency</b>	<b>Percent</b>
<b>Rating performance due to absenteeism</b>	Good	29	12.2
	Fair	57	24.1
	Poor	151	63.7

n=237

According to table 4.42, majority (63.7%) of students rated their performance to be poor due to absenteeism while another 24.1% and 12.2% rated performance fair and poor respectively.

**CHAPTER FIVE**  
**SUMMARY OF FINDINGS, CONCLUSIONS AND**  
**RECOMMENDATIONS**

**5.1 Introduction**

The following section presents the summary of findings, conclusions and recommendations. The results in this section are based on the analysis and interpretations as per the response from respondents.

**5.2 Summary of fundings**

The study established that majority of the principals were male at 67% as compared to their female counterparts who comprised of 33% of total principals population included in the sample size. It was established that the majority of the respondents under principals category was between ages 45-50 years, 33% were between ages 35-45 and another 17% were above 50 years respectively. Majority (66%) of the principals included in the study had served for a period between 10-19 years. Further 17% of the respondents had served for a period between 20-29 and 30 years and above respectively. On the statistics of learners based on enrollment, majority at 50% reported between 200-299. Consequently, 83% reported learners statistics of between 100-199 due to retention and statistics on completion was reported at above 500 by all (100%) the respondents.

Consequently, majority of the teachers were male at 83% while the female counterparts comprised of 17%. In addition, majority of teachers were between

ages 31-40 years at 50% while another 17% were between ages 21-30 years and 33% were aged 41-50 years. On academic qualification of teachers, 83% were bachelor's degree graduates and 17% had high school qualification. Consequently, majority of teachers had served in the school for a period of 5-10 years as evidenced by 67% response rate. 17% had served for 1-5 years and 10-20 years respectively.

It was realized that majority of the learners at 64% were male while their female counterparts comprised of 36% as shown in table 4.3. Majority of the learners were between ages 15-18 at 50% and that the majority of the learners at 38% were in form four.

### **5.3 Summary of Findings**

The study found out that there is always displacement due to conflict in Marigat Sub County and as a result, learners are frequently displaced in the Sub County due to conflict and this affected learners from various schools in Marigat Sub County as reported by the principals, teachers and learners respectively. The extent to which displacement affected quality of education was reported to be a great extent by majority of the respondents. The study established that various schools occasionally accommodated learners from other schools due displacement occasioned by conflict. Further, it was established that accommodating learners from other schools due to conflict influenced quality of education as reported by

majority on the matter. The study also established that conflicts were always sporadically which always cause displacement of learners making them waste a lot of learning. The findings also showed that learners do not resume learning after the and that occasionally some teachers are usually displaced due to conflicts.. Consequently, it was reported that teacher displacement affects teacher pupil ratio to a moderate extent. Further, the study established that where teachers are displaced they are never replaced immediately by the TSC that school administration did not deal with the shortage. Further, it was established that majority of learners joined their current schools in form one and that among learners who moved schools, the movement affected their performance to a high extent.

The study sought to establish the influence of infrastructure destruction on quality education. The results showed that during conflicts, buildings were destroyed and that the various schools not currently affected accommodated learners from schools affected by conflicts. Further, it was established that destruction of buildings increased teacher student ratio thereby influencing the provision of quality of education. This resulted to learners sharing learning resources due destruction and consequently contributing to school dropouts. It was also established that there was destruction of materials due to conflict and that remaining materials were not adequate. This was found out to cause congestion in existing schools hence affecting affect the provision of quality education

averagely. Otherwise, it was established that destruction of learning materials and building did not lead to low completion rates. The study also established that learners attended classes at open space when their schools were destroyed due to conflict.

The research established that some learners lost parents during conflicts and that this caused some learners drop out of school. In addition, it was found out that various schools had not established mechanism to enable learners cope with the loss as well as enhance safety in future. However, it was established that loosing parents in isolated cases did not influence the provision of quality education by the respective schools. Consequently, it was established that the loss of parent or guardian highly affected learner performance since that loosing of parents left learners affected without proper people to cater for their physiological needs. In the case of loosing parents, learners reported that their basic needs were majorly provided by relatives.

The study established that the major source of livelihood was livestock rearing as perceived by majority of the respondents. Further, the respondents reported that parents to their learners lost livelihoods due to conflicts. It was also established that enrollment rate moderately influenced the quality of education, retention rate influenced quality education to a moderate extent and that completion rate influenced quality education to a great extent. Consequently, the respondents

admitted that learners usually drop out of school to help parents due to conflicts in Marigat Sub County. As a result, it was established that the provision of quality education was affected by conflicts to a great extent. The study also found out that most families were not able to cost share with government for the provision of quality education and that the learners performed poorly due absenteeism occasioned by conflicts.

#### **5.4 Conclusions**

The study concluded that there is always displacement due to conflict in Marigat Sub County which affects learners from various schools in the Sub County. The study also concludes that various schools occasionally accommodated learners from other schools due displacement occasioned by conflict which influenced quality of education. Further, the study concluded that conflicts were always sporadically. The findings also led to the conclusion that learners do not resume learning and that occasionally some teachers are usually displaced due to conflicts. This affected teacher pupil ratio to a moderate extent. Further, the study concluded that where teachers are displaced they are never replaced immediately by the TSC that school administration did not deal with the shortage.

The research concluded that during conflicts, buildings were destroyed and that the various schools not currently affected accommodated learners from schools affected by conflicts. Further, it was concluded that destruction of buildings

increased teacher student ratio thereby influencing the provision of quality of education. This resulted to learners sharing learning resources due destruction and consequently contributing to school dropouts. It was also concluded that destruction of materials take place due to conflict and that remaining materials were not adequate. This was found out to cause congestion in existing schools hence affecting affect the provision of quality education averagely.

The findings led to the conclusion that some learners lost parents during conflicts and that this caused the learners to drop out of school. In addition, it was concluded that various schools had not established mechanism to enable learners cope with the loss as well as enhance safety in future. However, it was concluded that loosing parents in isolated cases did not influence the provision of quality education by the respective schools. It was also concluded that the loss of parent or guardian highly affected learner performance since that loosing of parents left learners without proper people to cater for their physiological needs.

The study findings led to the conclusion that the major source of livelihood was livestock rearing and that parents lost livelihoods due to conflicts. This was evidenced to affect enrollment and retention rate moderately, and completion rate to a great extent thereby influencing provision of quality education. Consequently, it was concluded that learners usually drop out of school to help parents due to conflicts in Marigat Sub County. Further, most families were not able to cost

share with government for the provision of quality education and that the learners performed poorly due absenteeism occasioned by conflicts and lack of schools fees.

### **5.5 Recommendations**

The study recommends that alternative modes of learning and learning venues should be identified to reduce the level of interference with learning due to conflicts. For example, alternative schools considered safe should be established to address this problem.

The research recommends that measures should be put in place for immediate replacement of learning materials and buildings destroyed due to conflict. In addition, the community should be sensitized on the importance of learning facilities to avert destruction of schools and learning materials in future.

To prevent school dropout due to conflicts or consequential loss of parents, the County government should work in conjunction with various schools in Marigat County to establish a kitty for needy learners. Consequently, laws and regulations should enacted by the County government of the larger County to control voluntary school dropouts and other causes of drop outs such as female genital mutilation.

The study also recommends the county government to initiate programs aimed at stabilizing livelihoods of those affected by conflicts such as donations to ensure students are not highly affected whenever their parents loose livelihoods.

### **5.5.1 Recommendation for further Studies**

Further research need to be carried out in the following areas:

- a) The study recommends that more research should be devoted on the influence of conflicts on provision of quality education even in other Counties or areas other than Marigat Sub County.
- b) Since the study was carried out in one Sub County only, more studies should be replicated in the other sub County of Barigo County.
- c) Studies may also be done on the influence of conflicts on provision of quality education even in other Counties or areas using other research instruments other than a questionnaire and an interview guide.

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**APPENDICES**

**APPENDIX A**

**LETTER OF INTRODUCTION**

University of Nairobi,  
Department of Education Administration and Planning,  
P.O.box30197,  
Nairobi.

Dear sir/madam,

RE: Permission to Conduct Research

I am a postgraduate student in Nairobi University currently pursuing a Master degree in Education in Emergencies. I am carrying out a research on influence of conflict related factors such as displacement, destruction of infrastructure, loss of parents/ guardians and loss of livelihood on quality education in Marigat Sub – County. I humbly request you to spare some of your time to fill the attached questionnaire as honestly as possible. The responses you give will be used for this study only will be treated with outmost confidentiality. You may or not may write your name or the name of your institution anywhere in the questionnaire.

Yours faithfully

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Chege Salome Wambui.

## APPENDIX B

### QUESTIONNAIRE FOR PRINCIPALS

This study is an investigation into the influence of conflict related factors on provision of quality education for pastoralist learners in Marigat sub county Baringo County. You are requested to participate in this study by filling in this questionnaire. Your identity will be kept confidential. Kindly give as honest answers as possible. Indicate the correct option by inserting a tick in the provided box

#### Section A: General information

1. Indicate your gender. Male [  ] female [  ]
2. What is your age? Between 25-35 [  ] 35-45 [  ] 45-55 [  ] above 55 [  ]
2. What is your highest level of education? Diploma [  ] Degree [  ] Masters [  ] others specify.
3. How many years have you worked in Marigat Sub-County as a teacher?
4. Kindly give the statistics of the number of learners in your school for the period between the years 2012-2016 in terms of.  
Enrolment [  ] Transition [  ] Retention [  ]  
Completion [  ]

#### Section B. Displacement of families and provision of quality education

5. Is there displacement due to conflict in Marigat Sub-County? Yes [  ] No [  ]
6. Are the learners displaced frequently in Marigat Sub-County? Yes [  ] No [  ]

8 (a) Have the learners from your school been displaced to other areas due to conflict Yes [ ] No [ ]

(b) If yes to what extent has this affected the quality of education in your school?

To a very great extent [ ] To a great extent [ ] To a moderate extent [ ] To a low extent [ ] To no extent [ ]

9 (a) Has your school had to accommodate learners from other areas due to displacement? Yes [ ] No [ ]

B.If yes has this influenced provision of quality education in terms of:

i Adequacy of teaching/ learning materials. Yes [ ] No [ ]

ii Teacher pupil ratio Yes [ ] No [ ]

iii. Availability of teaching learning resources. Yes [ ] No [ ]

**Section C. Destruction of school infrastructure and provision of quality education**

10. Has your school buildings been destroyed during conflict. Yes [ ] No [ ]

11 Where were you taking your lessons before the infrastructure was restored?

12 .Did your school have to accommodate learners from other schools whose schools had been affected by conflict Yes [ ] NO [ ]

13. Did the destruction lead to increased teacher pupil ratio thereby influencing provision of quality education? Yes [ ] No [ ]

14. The learners had to share a few teaching /learning resources such as books hence influencing provision of quality education. Yes [ ] No [ ]

15 The destruction contributes to school dropouts thereby influencing provision of quality education. Yes [ ] No [ ]

**Section D Loss of parents/ guardians and provision of quality education.**

16 Has your school lost parents/guardians due to conflict Yes [ ] No [ ]

17 Do learners drop out of school due to loss of parents/ guardians Yes [ ] No [ ]

18 Does your school have established mechanism to enable learners cope with the loss? Yes [ ] No [ ]

19 How would you rate the extent of the loss of parents and its influence on provision of quality education. (a) To a very large extent [ ] To a large extent [ ] To a moderate extent [ ] To a low extent [ ] To no extent [ ]

**Section E .Loss of livelihood and provision of quality education.**

20. What is the main source of livelihood in this area?

21. Has parents lost their livelihood due to conflict?

22 How has this influenced provision of quality education in terms of

Enrollment- Retention- Completion-

23. Many learners have dropped out of school as they have resorted to helping parents in a bid to satisfy basic needs. True [ ] False [ ]

**Thank for your cooperation.**

## APPENDIX C

### QUESTIONNAIRE FOR TEACHERS

This study is an investigation into the influence of conflict on provision of quality education for pastoralists' learners in Marigat sub county Baringo County. You are required to participate in this study by filling this questionnaire. Your identity will be kept confidential. Kindly give us as honest answers as possible. Indicate the correct option by inserting a tick in appropriate box provided.

#### Section A Demographic Information

1. What is your gender Male  Female
2. What is your age bracket (a) 21-30 years  (b) 31-40 years  (c) 41-50 years  (d) 51-60 years
3. What is your highest academic qualification? (a) High school  (b) Bachelor degree  (c) Master  (d) others  specify -----
4. How long have you served as a teacher in this school? 1-5 years  5-10 years  10-20 years  above 20...
5. Apart from teaching what other responsibilities do you undertake in the school
6. Kindly give the statistic of the number of learners in your school for the period between 2011- 2016 in terms of:

-Enrolment                      Retention                      Completion                      Transition

#### Section B: Displacement of families and provision of quality education.

7. Are there conflicts in Marigat Sub County? Yes  No
8. How frequent are the conflict in Marigat sub county

- Monthly [ ] Quarterly [ ] semiannually [ ] annually [ ] sporadically [ ]
10. Has the conflict in Marigat sub county resulted to displacement of learners making them waste a lot of learning time? Yes [ ] No [ ]
11. To what extent has the conflict resulted to displacement of learners in Marigat sub-county? (a) To a very high extent [ ] (b) To A high extent [ ] (c) T o a moderate extent (d) To a low extent [ ] (e) To no extent [ ]
12. After the conflict do all the displaced learners resume learning? Yes [ ] No [ ]
13. Have some of your colleges been displaced? Yes [ ] No [ ]
14. If yes to what extent has this affected the teacher pupil ratio?
- (a) To a very great extent [ ] (b) To a great extent [ ] (c) To moderate extent [ ] (d) To a low extent [ ] (e) To no extent [ ]
15. Were the displaced teachers immediately replaced by the TSC? Yes [ ] No [ ]
- 16 If no has the school administration dealt with the shortage? Yes [ ] No [ ]

**SECTION C: Destruction of school infrastructure and quality of education.**

14. Are there instances when school buildings are destroyed during conflict?
- Yes [ ] No [ ]
- b) If ye where do you hold classes before the destroyed buildings are reconstructed
15. Conflict results to destruction of teaching learning materials e.g. textbooks
- Yes [ ] No [ ]
- (b) If yes, are the remaining materials adequate? Yes [ ] No [ ]

16 Using a scale of 1-5 say to what extent you agree with each of the following statements where,

5 is to a very high extent

4 is to a high extent

3 is to an average extent

2 is to a low extent

1 is to no extent

(a) Learners have joined the existing schools leading to congestion hence affecting the quality. 5. [ ] 4 [ ] 3 [ ] 2 [ ] 1 [ ]

(b) The destruction has intensified school dropouts and repetition leading to drastic decrease in attendance rates and results to wastage. 5 [ ] 4 [ ] 3 [ ] 2 [ ] 1 [ ]

(c) The destruction has led to low completion rates hence affecting the quality of education in this area? 5 [ ] 4 [ ] 3 [ ] 2 [ ] 1 [ ]

**Section D. Loss of Parents/ Guardians and Provision of quality education.**

(17) Are there cases where parents/guardians of school children are killed during Conflict? Yes [ ] No [ ]

(b) If yes how does this affect the orphaned children's participation in class?

18 Has the loss of parents affected learner school attendance? Yes [ ] No [ ]

19 Does the school has established mechanism to ensure that learners are safely in school during the conflict period?

19 Does the school has established mechanism to help learners deal with the loss?

Yes [ ] No [ ]

20 Learners have lost parents leaving them with no one to cater for their psychosocial needs Yes [ ] No [ ]

**Section E .Loss of livelihood and provision of quality education**

21. What is the main source of livelihood for people of Marigat Sub-county?

Pastoralism [ ] Arable farming [ ] others [ ] Specify

22. Are the sources of livelihood affected by the conflict Yes [ ] No [ ]

a) If yes, to what extent does this affect the provision of quality education? Tick the appropriate response.

(a) To a very great extent [ ] (b) To a great extent [ ] (c) To a moderate extent [ ] (d) To a low extent [ ] (e) To no extent [ ]

23. Many families have lost their livelihood hence they are not able to cost share with the government for the provision of quality education. True [ ] False [ ].

24. Many learners drop out school as they've resulted to helping their parents in a bid to satisfy basic needs. True [ ] False [ ]

## APPENDIX D

### QUESTIONNAIRE FOR LEARNERS.

This study is an investigation into the influence of conflict related factors on provision of quality education in Marigat Sub- County Baringo County, Kenya. You are requested to participate in this study by filling in this questionnaire. Your identity will be kept confidential. Kindly give as honest answers as possible.

#### **Section A: Demographic information.**

1. What is your gender? Male  female
2. What is your age bracket 12 -15  15 -18  18 -20  above 20 –
- 3 What form are you in? 1  2  3  4

#### **Section B Displacement and provision of quality education**

- 4 Has your home area been affected by conflict? Yes  No .
- 5 In what form did you join this school? 1  2  3  4
- 6Did you move from your former school? Yes  No
- 7 If yes how has this affected your performance? Put a tick as appropriate.  
d) To a low extent  (e) To a low extent (a) To a very high extent  (b) To a high extent  (c) To a moderate extent  (e) To no extent

#### **Section C Destruction of infrastructure and provision of quality education.**

- 8Has your school buildings been destroyed due to conflict Yes  No
- 9Where did you attend your lessons during that time?
- 10How many are you in your classroom?

11 Has the conflict led to destruction of learning materials e.g. textbooks? Yes [ ]

No [ ]

12 Would you say you've adequate learning materials? Yes [ ] No [ ]

13 What is the sharing ratio of the present learning materials? Tick as appropriate

A 1 to one [ ] b One – two [ ] c one- to three [ ] more than one to three [ ]

#### **Section D Loss of parents and provision of quality education**

14 (a) Has anyone of you ever lost a parent/ guardian as a result of conflict? Yes [ ]

No [ ]

(b) If yes has this affected your schooling in terms of attendance? Yes [ ] No [ ]

15 Who provides for your basic needs?

(a) Self (b) Relatives (c) well-wishers

16 Who pays your school fees? (a) Self (b) Relatives (c) well wishers

17 Are there times you are forced to stay at home due to lack of school fees? Yes [ ]

No [ ]

18 How has this loss affected your performance? Tick as appropriate,

Highly [ ] Moderately [ ] Lowly [ ]

#### **Section E Loss of livelihood and provision of quality education**

18 What is the main source of livelihood in your family?

(a) Livestock rearing [ ] (b) Arable farming (C) Others specify [ ]

19 Has your family ever lost livelihood due to conflict? Yes [ ] No [ ]

a) If yes, to what extent has this affected your school attendance? Tick appropriately.

Highly [ ] moderately [ ] lowly [ ]

20 Are there times you are forced to be out school due to lack of school fees? Yes

[ ] No [ ]

21 How would you rate your performance as a result of the absenteeism?

- Excellent [ ]
- Very good [ ]
- Good [ ]
- Fair [ ]
- Poor [ ]

**Thank you for your cooperation**

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



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

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when replying please quote

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Uhuru Highway  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref: No. **NACOSTI/P/16/84977/11857**

Date:

**6<sup>th</sup> July, 2016**

Salome Wambui Chege  
University of Nairobi  
P.O. Box 30197-00100  
**NAIROBI.**

**RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on *“Influence of conflict related factors on provision of quality education of pastoralist learners in public secondary schools , Marigat Sub-County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Baringo County** for the period ending **5<sup>th</sup> July, 2017.**

You are advised to report to **the County Commissioner and the County Director of Education, Baringo 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.

  
**BONIFACE WANYAMA**  
**FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Baringo County.

The County Director of Education  
Baringo County.

**APPENDIX F  
RESEARCH PERMIT**

**THIS IS TO CERTIFY THAT:**

**MISS, SALOME WAMBUI CHEGE  
of UNIVERSITY OF NAIROBI, 224-1030  
GATUNDU, has been permitted to  
conduct research in Baringo County**

**on the topic: INFLUENCE OF CONFLICT  
RELATED FACTORS ON PROVISION OF  
QUALITY EDUCATION OF PASTORALIST  
LEARNERS IN PUBLIC SECONDARY  
SCHOOLS, MARIGAT SUB-COUNTY, KENYA**

**for the period ending:  
5th July, 2017**

**Applicant's  
Signature**

**Permit No : NACOSTI/P/16/84977/11857**

**Date Of Issue : 6th July, 2016**

**Fee Received : Ksh 1000**

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