INFLUENCE OF SOMALI CLANS' CONFLICT ON TEACHERS' RETENTION IN PUBLIC PRIMARY SCHOOLS IN BANISA SUB-COUNTY, MANDERA COUNTY, KENYA

Rashid Ali Happi

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DECLARATION

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

_____

Rashid Ali Happi
E55/70702/2013

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

_____

Dr. Caroline Ndirangu
Lecturer
Department of Educational Administration and Planning,
University of Nairobi

_____

Dr. Daniel K. Gakunga
Lecturer
Department of Educational Foundations
University of Nairobi

DEDICATION

I dedicate this work to my late father, Ali Happi Ibrahim

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I would like to thank Allah for according me energy and health to accomplish this course. I would also like to appreciate my supervisors Dr. Caroline Ndirangu and Dr. Daniel K. Gakunga for their leadership and encouragement that made this work a success. It is their support, mentorship and guidance that made me reach this far.

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LIST OF ABBREVIATIONS AND ACRONYMS

CDE	County Director of Education
EFA	Education for All
ICRC	International Committee for Red Cross
IDPs	Internally Displaced Persons
IMDC	International Displacement Monitoring Centre
INEE	Inter Agency Network for Education in Emergencies
	Innovation
KNBS	Kenya National Bureau of Statistics
MDGs	Millennium Development Goals
NACOSTI	National Commission for Science, Technology and
NEP	North Eastern Province
UN	United Nations
UNESCO	United Nations Educational Scientific and Cultural
	Organization
UNHCR	United Nations High Commission for Refugees
UNICEF	United Nations Children's' Fund
USCR	United States Committee for Refugees

ABSTRACT

The purpose of this study was to establish the influence of Somali clans' conflict on teachers' retention in public primary schools in Banisa Sub-county. The study was guided by four objectives: - to determine the influence of clans' displacement on teachers' retention, establish the influence of destructions of school facilities on teachers' retention, determine the influence of trauma on teachers' retention and to establish the influence of teachers' loss of livelihood on teachers' retention. Descriptive survey design was adopted by the study since it aimed at capturing respondents' opinions, attitudes, beliefs and knowledge based on the impact of clans' conflicts on schools in Banisa Sub-county. The sampled population for the study comprised of 31 head teachers and 96 teachers in public primary schools in Banisa Sub-county. Random selection was used to select these participants. Non-probability sampling namely purposive sampling was used to select 30 community leaders who were interviewed. Questionnaires were the main tool for data collection among head teachers and teachers while an interview schedule was used to collect data from community leaders. Analysis of the data started with data cleaning, coding and entry into SPSS software. Qualitative data derived was analyzed using thematic analysis while descriptive statistics with the use of percentages and frequencies was used on quantitative data to enable meaningful description of the distribution. The study established that teachers lacked support from the host communities during conflicts as indicated by 51.6 percent of head teachers. 45.8 percent of teachers strongly agreed that teachers faced threats and physical attack from host communities during conflicts. Findings on the influence of destruction of school facilities on teachers' retention revealed that majority of head teachers agreed that teachers' retention was affected due to shortages of infrastructure during conflicts, 45.2 percent agreed that conflicts destroy school properties. The study also established that trauma affected teachers' retention in schools during conflicts as indicated by 51.6 percent of teachers who stated that many teachers were affected psychologically following clan conflicts. Findings on the effects of loss of livelihood on teachers' retention during conflict suggested that teacher earnings from other sources dropped during conflict as indicated by 62.5 percent of teachers. Based on the study findings, the study concluded that teachers lacked support from host communities during conflict. Teachers felt insecure to continue teaching while physical displacement during conflict denied teachers access to school. Conflict led to disruption of learning activities, due to destruction of school properties, many teachers were affected psychologically and were fearful of another attack of clan conflicts. The retention of teachers in schools was affected by loss of livelihoods as most teachers lost their properties during conflicts and hence sought for transfers to safer zones. The study recommended that the government should provide security to schools so that schools are not affected by clan conflicts. The study further suggested that other variables such as political influences pertaining to clan conflict be interrogated to establish how they influence teachers' retention.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Conflict makes up a key hindrance to the attainment of Education for All (EFA) and the Millennium Development Goals (MDGs), mainly the sector goals of universal accomplishment of primary education and attainment of gender equality in primary and secondary education. Education was affected by conflict in several ways. Mostly, conflict resulted in the demise or dislodgment of educators. For instance, in Rwanda over two-thirds of teachers in learning institutions were murdered or moved out of their domiciles due to the Rwandan genocide (Buckland, 2011).

Cambodia and Somalia represented dangerous cases. Learning structure of Cambodia was left in wrecks in the late 1970s with almost no qualified or skilled teaching specialists (Buckland, 2005). The collapse of Somalia's government alongside learning structures been targeted grounded its educational system to a halt (Abdi, 2008). Many countries experienced teacher shortages, but Stoel and Thant (2012) suggested from their study of teachers in nine developed states that the United States and England were the exclusions in experiencing severe retaining difficulties, mainly of the recently trained. Complex emergency factors such as inter-ethnic conflicts, internal displacement and conflict alienated girls

more than the boy child. Low rates of involvement were also strongly affected by movement of pastoralist people (Peterson, 2012).

During the 1970s, Cambodia went through debatably the record high exhaustive civil fights in the history of man. During the reign of Lon Nol (LN) (1970-1974), the country experienced five years of civil war. Immediately after this, an extra four years of massacre under the rule of Khmer Rouge (KR) (1975-1979) followed. This fierce period particularly throughout the KR rule, hindered trade and industry growth, interrupted schooling and caused loss of between 1.2 million and 3.4 million lives allover Cambodia, depending on the exact estimation used (Buckland, 2011).

Conflict frequently destruct and damage learning institutions and learning facilities. The World Bank, for example, reported that due to the war in Bosnia and Herzegovina, 50 percent of its learning institutions needed renovation or rebuilding (Williams, 2010). The degree of damage was more in Iraq, at 85 percent (Buckland, 2011). Education centers were often clear targets during times of armed war. In Education Under Attack, UNESCO stated that “In not less than 31 developing countries, education faced attacked during the recent years”. Afghanistan was one of the severely affected countries, which observed an upsurge in attacks on education, from 242 in 2007 to 670 in 2008 (UNESCO, 2010). Afghanistan, Burundi, Chad, Democratic Republic of the Congo, Ethiopia,

Guatemala, India, Iraq, Pakistan, Somalia and Zimbabwe were part of the countries where education was under attack was involved in the recent study. Likewise, 58 percent of primary schools in Mozambique were shut or demolished due to its long civil conflict (Brück, 1997). Following the war in Sierra Leone, the destruction of 1,854 primary schools and damage to an additional 815 schools, has led to a serious overcrowding problem that impacts both students and teachers (Bilmes & Stiglitz, 2006).

Retention of teachers was complex in the developing countries although it was a challenge in developed, developing, and conflict and emergency contexts. Children were affected by conflict, whether they are displaced or not. During conflict, institutions were frequently damaged, educators and educational employees were mostly not available, scarcities of educational resources occurred and peace uncertainty limited the likelihood of learners to participate in education (Justino & Shemyakina, 2007).

According to United Nations Children's' Fund (UNICEF, 2015), in a rapid assessment in the four departments most affected by the insurgency of Boko Haram in Far North, Cameroon 120 institutions were involuntary closed in 10 zones for the school year (2014-2015); direct threats from Boko Haram towards school directors and community members were cited as a primary reason for school closures (United Nations High Commission for Refugees, 2015). A further

33,163 youngsters (43 percent girls) did not attend school or have been forced to seek admission to schooling exterior of their native communities as a result of school closures in affected districts. It was estimated that over 29,000 schoolchildren remained jeopardized losing the whole 2014-2015 academic school year as a result of school closures (UNICEF, 2015).

On the impact on school infrastructure, 30 percent of host schools that were assessed reported being occupied by persons who are displaced since the start of the conflict. Eight percent of assessed host schools reported being occupied by armed groups since the beginning of the conflict, 18 percent of host schools reported having been structurally damaged as a direct result of the conflict. Further 11 percent of schools reported having been looted or pillaged as a direct result of the conflict. Four percent of host schools indicated unexploded ordinances and reminisce of war in and around school grounds. In addition to suffering psychological disruption or trauma themselves, many refugee teachers faced the added challenge of teaching students in serious emotional distress (Abdi, 1998).

Mandera County was one of the most stormy conflict prone zones in the North Eastern Kenya. Mandera was home to some of the most devastating ethnic conflicts in Kenya, the most recent being the Gurreh-Degodia conflict. The US State Department (2015) has labeled Mandera as one of the most insecure areas in

the realm. Proliferation of small arms and light weapons, inter-Clan conflicts especially among the Degodia and Gurreh on resource sharing like water, pasture, and terrorism by militia groups for example Al Shabaab and land disputes were the main security concern in the County.

Mandera has witnessed considerable spillover of the protracted conflict in Somalia, targeted attacks, inter-clan warfare and livestock raids. The county was one of the unstable areas with frequent series of conflict between various communities living together. According to Mandera Conflict Analysis (February – June, 2013), clan conflict in this region was dynamic and becoming potentially disastrous which often occurs between communities over sharing of resources and politics, especially the recent conflict between Gurreh and Degodia which claimed several lives and properties destroyed in Rhamu, Banisa, Takaba, Guba and many other places. The origin of the recent confrontations can be traced back to when the Gurreh community lost Mandera Central Constituency parliamentary seat to Degodia in the 2007 General Elections. These two communities have been in to conflict with no proper lasting solutions in spite of interventions and joint efforts made by government, civil society and faith based organizations to uphold peace.

The number of people killed in the conflict since February 2013 reached 52 and more than 100 were injured. About 30,333 people were displaced by the conflict.

According to the Red Cross some 7200 households were affected by the displacement. Inter-communal conflict between the Gurreh and Degodia clans of the Somali community in Mandera compounded by increased Al-shabaab attacks left over 15 people dead and 13 injured as a result of the clan conflicts and 16 people died and 8 injured as a result of Al-shabaab attacks, over 64,578 persons (10,763 house-holds) displaced since May 2014. The conflict had serious repercussions on education where teachers and children were displaced. (Red Cross, 2015)

1.2 Statement of the problem

During conflict, education system was affected for example at the time educators were involuntary made to pull out from clashes afflicted areas and the people re-located their area of residence for fear of invasion. The learning of youngsters and the adolescents was affected and broken up in the short and long run. Teachers are vitally important to educational quality. During conflict and emergency settings, it is significant that more research focuses on teacher retention, as it is a key constituent of achieving equitable access to a quality education.

The North Eastern Kenya has experienced conflict for some time. This has affected learning and teacher retention. Teachers in conflict situations faced sudden, major, unpredictable, and uncontrollable changes in their circumstances. More than one thousand teachers from other parts of Kenya refused to go back

and teach in North Eastern counties due to insecurity after the 2014 teachers massacre (KNUT Secretary). Mandera County suffered most as over five hundred teachers both in primary and secondary institutions fled the county (TSC, County Director Mandera). Of the six sub counties of Mandera, Banisa was most affected as it had the least number of local teachers serving (SCD-Banisa).The psychological trauma that accompanied violent conflict unconstructively impacted teachers and, in turn, their ability to fulfill their teaching responsibilities. This study hence pursued to investigate the influence of Somali clans' conflict on teachers' retention in public primary schools in Banisa sub-county, Kenya. The variables of the study were clans' displacement, destruction of schools facilities, trauma and loss of livelihood.

1.3 Purpose of the study

The purpose of this study was to investigate the influence of Somali clans' conflict on teachers' retention in public primary schools in Banisa sub-county, Kenya.

1.4 Objectives of the study

The study was guided by the following research objectives;

i. To determine the influence of clans' displacement on teachers' retention in public primary schools in Banisa sub-county, Kenya

ii. To establish the influence of destruction of school facilities on teachers' retention in public primary schools in Banisa sub-county, Kenya

iii. To determine the influence of trauma on teachers' retention in public primary schools in Banisa sub-county, Kenya

iv. To establish the influence of teachers' loss of livelihood on teachers' retention in public primary schools in Banisa sub-county, Kenya

1.5 Research questions

The study sought to answer the following research questions;

i. How does clans' displacement influence teachers' retention in public primary schools in Banisa sub-county, Kenya?

ii. How does destruction of schools facilities influence teachers' retention in public primary schools in Banisa sub-county, Kenya?

iii. How does trauma influence teachers' retention in public primary schools in Banisa sub-county, Kenya?

iv. How does teachers' loss of livelihood influence teachers' retention in public primary schools in Banisa sub-county, Kenya?

1.6 Significance of the study

The findings of this study may be important in several ways. First, the findings may influence policy makers on the situation of conflict on teachers' retention in primary schooling. The findings may also be significant to the county government

in seeking ways of addressing the issue of conflict. The findings of the study may also be vital in identifying methods of curbing conflict which will ultimately influence access to education positively.

The information collected may add to the scanty information available on the factors contributing to low attraction and retention of learners in primary schools in Banisa sub-county. This may help find particular deployment movements and approaches by the zonal education officers to address the condition. The parents and other stakeholders may use the information from the study in coming up with localized solutions for the absence of teachers as a result of conflict. The information obtained from this study would be expected to augment other researches in Kenya, Africa and the world on conflict- torn areas and how these affect teachers' retention in schools. Finally the findings would be of importance to the Teachers Service Commission in identifying how they can review teachers' remuneration so that teachers who were faced with such conflicts are well compensated.

1.7 Limitations of the study

According to Best & Khan (1998) limitations are circumstances outside control of the researcher. The first limitation was that respondents were not permanently staying in a specific area due to fear of attack during conflicts. The researcher tried as much as possible using the local administration to locate the population of

the study. Another limitation was that conflict was a sensitive issue and the respondents were not willing to respond to the researcher. The researcher mitigated this challenge by promising the respondents that the evidence that they provided was to be used for the purpose of the study and their identities will not be revealed.

1.8 Delimitations of the study

Delimitations are boundaries of study (Mugenda & Mugenda, 1999). The study was conducted in one administrative sub county hence the findings of the study would be generalized to other sub counties with caution. The study focused on physical displacement, school facilities destruction, trauma and loss of livelihood as the main variables of the study.

1.9 Assumptions of the study

The study was based on the following assumptions:

i. All public primary schools in Banisa sub -county experienced interruptions whenever there was clan conflict.
ii. All respondents were honest, knowledgeable and truthful in providing the required information.

1.10 Definition of significant terms

Conflict competitive or contrasting action of incompatibles, aggressive state or action

Destruction of physical facilities refers to when learning spaces are targeted by perpetrators and are destroyed in the process.

Displacement refers to the state of being forced out of one's domicile as a result of conflict

Loss of livelihood refers to loss of property that the communities depend on for their living

Somali clans' conflict refers to the disagreement between the various clans that make up the Somali community in Kenya

Trauma refers to psychological disturbances that one face as a result of being involved in conflict

1.11 Organization of the study

The study was organized in five chapters. Chapter one contains the general introduction of the research which includes the background of the study, the statement of the problem, objectives of the study, research questions, significance of the study, limitations and delimitations of the study, basic assumptions of the study, definition of significant terms and the organization of the study. Chapter two dealt with review of related literature, based on study objectives. It also dealt with the theoretical and conceptual frameworks. Chapter three outlined the

research methodology. Chapter four presented data analysis, interpretation and presentation of findings. While chapter five presented the summary, conclusions, recommendations and suggestions for further research from the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presented the review of related literature. The chapter focused on an overview of emergency contexts, clans' displacement on teachers' retention, destruction of school facilities and teachers' retention, trauma and teachers' retention and teachers' loss of livelihood and teachers' retention. The chapter also presented the theoretical and conceptual frameworks for the study.

2.2 Overview of influence of clan conflicts on teachers in public primary schools

Globally, conflict is considered as one of the factors that contribute significantly to challenges that deter progress. Even though the frequency of civil conflicts has gone down recently (Harbom & Wallensteen, 2009),in many parts of the globe the bequest of hostility persisted, particularly in the Middle East, The Balkans, Caucasia and Africa. The financial, political and communal costs of civil wars were enormous. Fighting displaced people, destroyed resources and facilities, disrupted education, damaged the public structure, endangered personal freedoms, also created wellbeing and starvation crises. Each year, approximately 750,000 persons died due to activities related to armed wars. (Geneva Declaration Secretariat, 2008), and at the end of the year 2007 in excess of 20 million persons were rendered homeless by civil wars inside their own countries (UNHCR, 2008).

Either of these impacts will have significant cost in favor of enduring progress results, such as education accomplishment of populations open to elements of violence. Although there was a rising agreement that growth involvements plus upholding of democratic system universally isn't possible to be distanced from the limitations brought about by aggressive clashes, there are inadequate thorough proof on the costs of aggressive clashes targeting the populace who are prone to such hostility.

Among the people affected directly and indirectly by such violence were teachers (Fernando & Ferrari, 2011). Hailing from diverse background and areas of this nation, teachers in Banisa sub-county experienced the impacts of aggression caused by clan conflicts. This situation was critical for this study as it showed the degree to which specific groups of community were affected by hostility, and for the most part teachers, as pertaining to this study.

2.3 Influence of clans' displacement on teachers' retention in public primary schools

Displacement on massive scale was common during conflict. Among the individuals who were affected by war, 56 percent have been moved out of their residences. As a result of skirmishes in Afghanistan, 76 percent of its citizens were displaced and 90% in Liberia, (Burde, 2010). Worldwide, 43.3 million persons were out of their area of residence; this included 15.2 million immigrants

who were made to leave their home countries and 27.1 IDPs, who endured in their own motherlands (UNHCR, 2010).

Forced displacements as a result of conflicts were normally escorted by huge movements of people. Residents were repeatedly targeted by both soldiers and rebellious militias yearning to increase their territorial control, make their opposing groups' support weak, upsurge their own support and increase their possessions by raiding and seizure of treasured resources and locations (Kalyvas, 2006; Vargas, 2007). The displacement further involved displacement of children and teachers in the affected areas. On a global level, in 2002, nearly 35 million persons globally were involuntary made to look for refuge in alternative countries or inside the home country boundaries owing to fierce wars (United States Committee for Refugees [USCR], 2004). In 2004, 25 million persons were displaced globally on account of war (UNCHR, 2005); many of these were within their own country (International Displacement Monitoring Centre [IDMC], 2006). This situation was worsened by the demolition of communal networks and the resultant reduction of vital essentials of the societal, financial and political resources of the underprivileged where learning institutions, learners and teachers fall.

According to William (2010) in Sri Lanka, conflict affected education in many ways. Before the 2002 truce accord was negated in January 2008 there was new

war in the northern and eastern regions of Sri Lanka which brought about a new wave of Internally Displaced Persons. In North, Eastern and areas within its proximity conflict had adverse effect on approximately 300,000 youngsters who should be in schools. The percentages of children attending schools were almost below 80 out of 210 programmed days; 116 schools were shut due to extreme bombing and gunfire and others were changed into provisional shelters. Teachers were also displaced, with up to 80 percent deficit of appropriately qualified teachers (Fernando & Ferrari, 2011).

In Pakistan, the act of converting learning centers into residential to accommodate community members rendered homeless by the war denied both native society and displaced population's children of their right of entry to learning opportunities. In the beginning of August 2008 fighting in the Philippines, numerous people who were displaced were accommodated in classrooms that had been selected as Safety Hubs, sternly limiting their use for education purpose. This affected teacher retention in the areas and hence education was badly affected (IDMC, 2006).

Displacement of teachers in the case of this study meant that they will not be readily available to offer services in institutions of learning. Clan conflicts moved these teachers away due to security reasons and thus, public primary schools ended up lacking adequate teachers. With respect to this study, displacement of

teachers meant that teachers moved out of the affected area, including vacating schools and therefore, public primary schools were unable to retain teachers.

2.4 Influence of destruction of schools facilities on teachers' retention in public primary schools

Worldwide reports showed how attacks on schools were prevalent in several continuing wars. Centered on United Nations (UN) statistics, it was estimated that there were over 3,600 isolated, known attacks on schooling in 2012 (Nicolai, 2013).The total known attacks on education went up in recent years. A single attack can have an extensive and sizeable bearing on children's' right to education. For instance, the recent disaster in Syria clearly showed a state of affairs in which children and teachers were locked out of learning institutions as a result of the skirmishes and prevalent attacks on schooling. The impact of war has overturned Syria's close universal primary enrolment (INEE, 2014). At the start January 2013, over 3,900 learning centers in Syria had been damaged, taken over or turned into purposes different from teaching and learning. Approximations from April 2013 indicated a quick rise in this figure, with 22 percent of the nation's 22,000 learning institutions declared not viable for purpose of education.

Nicolai and Triplehorn (2003) stated that learning centers possibly will not permanently be harmless which implied that pupils and teachers were not secure. For instance, schools in Chechnya have been blown-up while classes were on

since they were thought to be shielding army targets and missiles have been hurled into schoolrooms (Peterson, 2001). Educators' lives also may be in jeopardy. In Colombia and Sudan, for instance, tutors have been endangered and murdered hence are forced to leave for safer places (McCallin, 2001). Learning centers and other institutions may face attacks as a way of suppressing learning, communal and financial advancement for specific sets of teenagers, especially girl child, or to inflict pervasive devastation in groups that were not in support of militia. When this happens, teachers and pupils were affected and hence were forced to leave thus affecting education in the conflict prone zones (Engel &Ibanez, 2007).

In Afghanistan, for instance, attacks on learning centers, educators and learners have been stated in high statistics across the recent decade of the war. In the middle of 2006 and 2008, 1,153 cases of invasions on learning institutions were reported, this included destruction or demolition of classrooms by torching, bombs, landmines and missiles; intimidations to educators and officers; assassination of youngsters and employees; and pillaging (Gupta, 2013). Education was badly affected by the conflict in Syria. Prior to the disaster, Syria had a robust education structure with almost universal primary school enrollment and 70 percent of students going to secondary school. Nevertheless the deteriorating disaster was putting a whole age group of youngsters at danger of being lost to a series of hostility. The absence of harmless and secure education

centers, together with absence of teachers, instructional materials, and sufficient water, sanitation and hygiene services, contributed to hurdles of youngsters' right of schooling (Gupta, 2013).

Schools in Syria were blown-up, demolished, ransacked and damaged frequently, several schools were abandoned as learners and tutors fled to seek protection. Since the war started, over 4,200 learning centers have been demolished, devastated, changed into military base or are presently turned into shelter by IDPs according to data gathered by UNICEF (Bush & Saltarelli, 2004). Between January and December 2014 alone, UNICEF recorded 80 attacks on schools. No less than 160 children were killed and 343 wounded in attacks on schools in 2014 and these numbers were projected to be higher. Schools have turned into some of the most dangerous areas in Syria, alongside marketplaces and health facilities. They were not only intentionally targeted, but the usage of explosive weaponries in populous zones led to youngsters being deprived of right to use educational opportunities (Machel, 2012).

Whereas the demolition of learning structures and equipment evidently denied pupils' right to education, the human cost of such attacks was bigger. Even at the times institutions remained open, in the situation of such conflicts several children were very scared to go to schools. They may be afraid of walking to school, fearing of being harmed, killed or kidnapped. Parents may also be afraid of

sending their children to school. Some children may not attend schools because their relatives have been hurt (Darcy, 2014).

This relates to this study in the sense that destruction of facilities such as classrooms, staffrooms, playing facilities and sanitation facilities left no room for the continuation of the teaching and learning process. Therefore, teachers felt incapacitated with regard to school facilities and thus, moved out to seek schools with adequate facilities or wait for restoration of the destroyed ones. Such instances made schools unable to retain teachers.

2.5 Influence of trauma on teachers' retention in public primary schools

Trauma was severe and prevalent among teachers affected by war which created an image of a child's life as a rift of disaster past restoration. Trauma is as a result of oppression and was, in Herman's (2007) arguments, possibly will last longer. Herman also described it as conflict amongst two contrasting mental and emotional conditions where an individual was "sandwiched between the limits of blankness or of recalling the ordeal, among overflows of extreme, irresistible sensitivity and dry conditions of no sense at all". Nevertheless what was as remarkable as the shocking range of child mistreatment in current conflict was confirmation of teacher flexibility in the face of it. War distorted lives, and though the alterations were mainly undesirable and time and again severe, the possibility to do extremely well in learning institutions and in a different place appeared to

previously happen in some teachers. The notion of distressed teachers having the capability to rebuild their lives was initially hard to comprehend at the time the consequence of the distress was measured (Herman, 2007).

In a number of countries affected by conflict, access to good quality schooling was gravely imperiled as learning centers, tutors, learners and employees were frequently under attack from brutal clashes as well as the direct effects of fighting. The forms of attack comprised of torching, bombardment and shelling of learning centers, the taking over of learning institutions by militants, the killing, agony, kidnapping and sexual harassment of educators, learners, education aid staffs and school personnel by militias, and the forceful recruitment of child soldiers into militias (O'Malley, 2010). These spells led to the demise of tutors and pupils, the demolition of structure, and resulted also in extreme mental distress to those who are unprotected.

Violent conflict led to loss of lives, physical injuries as well as mental and emotional suffering to all members of the society. The formally susceptible household's significant levels may be pushed up by these outcomes of fighting. These became not possible to defeat as the family was unable to restore work or assets, and may last longer if the bearing on children's' learning and wellbeing was major (Case & Paxson 2006; Maccini & Young 2009).

In face of repeated incidents threats and attacks, pupils were scared to attend learning institutions, guardians were fearful of asking the children to attend schools and educators also were fearful to go to schools. Schools were shut so as to avert attacks (IANS, 2009), and states became unwilling to have schools open as fear of violence were still there (Mulkeen, 2007). Administrators found it hard to change teachers in the targeted areas (Mulkeen, 2007). The category and worth of learning offered to learners in regions of fighting was severely influenced by these effects.

Distressing occasions gone through by educators for the duration of war affected their mental and physical wellbeing. Tutors who went through fight-linked trauma and encountered measures for post-traumatic stress disorder (PTSD), an unease illness that advances after experience of psychosomatic shock, were frequently linked with lowly school attendance and remembrance deficiencies (Elbert & Schauer, 2009). Incidental impacts of war, like loss of family and support systems were also harmful to a teacher's life and well-being growth (Barenbaum & Ruchkin, 2004). War repeatedly terminates informal social networks for teachers and disrupted community structures, and teachers forcefully made to leave their stations (UNICEF, 2009).

Teachers were also identified as community leaders. They oppose the act of forcefully recruiting children in to armed groups; they are also accused by militias

for collaborating with opposing groups. These compounded with their leadership positions in the community make them prone to threats and attacks (Novelli 2008, Amnesty International, 2007). Regular confirmation on the intentions, places and mode of attacks was though not easy to gather. High quality checking information and orderly recording of proceedings were extremely narrow, and control of evidence was also normal. Mounting more thorough thoughts of the reasons for war on diverse aims was though crucial to any attempt to thwart school facilities being targeted in the forthcoming times.

This section informed this study that effects connected with trauma left teachers with a sour taste in their mouths such that, they made their minds not to go back to schools in affected areas. Therefore, teachers who went through trauma due to violence following clan conflicts abandoned such schools for fear of re-occurrence of related events, and thus, not easy to retain teachers.

2.6 Influence of loss of livelihood on teachers' retention in public primary schools

Demolition of properties throughout fierce fights was common. Possessions got misplaced or damaged due to intensive clashes and pillaging. The extremely vulnerable were probable to be affected most. For example, Verpoorten (2003) reported that 12 percent of total families had no houses because of the 1994 Rwandan massacre whereas livestock on normal context went down by 50

percent. Shemyakina (2006) stated that the family unit and incomes of about 7 percent of families were smashed throughout the civil conflict in Tajikistan in 1992 and 1998. The war in Burundi of 1990s was linked with extreme wealth reduction (Bundervoet & Verwimp, 2005).

Conflict considerably had adverse effects on competence of agricultural assets in Latin America, because of the interruption of countryside employment markets and restrictions leveled on the operation of bigger farms (Lopez, 2007 for Colombia and Wood, 2005 for El Salvador). The casualties of these conflicts were extremely high with inexplicable impacts on human being livelihoods. The destruction of possessions, On top of leading for unsteady financial, communal and partisan settings, impacted extensively on the capability of families affected to pull through its financial and societal situation in contexts after the conflicts. Conflicts carried numerous straight and unintended expenses which had adverse costs on the living circumstances of households during war and for many years thereafter. Every year millions of people were killed and injured by civil wars and violent insurrections. They damaged organization, amenities, properties and incomes, displaced populaces, broke societal unity, establishments and customs and created alarm and mistrust. Fearon and Laitin (2003) calculated that civil conflicts have caused three times as many demises as inter-state conflicts among countries. Many families which experienced war effects live in third world

nations in Latin America, Asia and Africa in situation of severe impoverishment, poverty and wretchedness.

Alterations in family structure as a result of murders, damages and enrollment of troops by the administration or the insurgents, alterations in the family financial position because of the unswerving demolition of resources and belongings brought about by forceful dislocation and immigration made up direct effects of armed war on the family. Indirect effects included alterations in families' neighboring establishments and surroundings such as changes in societal systems, variations in right of entry to or demolition of exchange and service markets and variations in native and nationwide political organizations (Bundervoet & Verwimp, 2005).

This was linked to this study in that, loss of livelihood of teachers due to clan conflicts left them with no belongings or amenities to carry on their lives and the thought of transforming their lives and re-occurrence of similar measures that will destroy their livelihoods again, led them to walk away. Destruction of their property and livelihood disheartened them, instilled fear and thought of repeat of such violence. Such form of depression led to fallout of teachers in this region and thus, retention of teachers became difficult.

2.7 Theoretical framework

This study was based on the Relative Deprivation theory of conflict by a Sociologist Samuel A. Stouffer (1900-1960). Relative Deprivation theory (Gurr, 1970) gives a description that is built on the difference among groups' projected and real access to wealth and influence. This method is closely connected to Group Entitlement theory (Horowitz, 1985), which puts more unequivocal weight on tribal issues which go along with the financial and political (Gurr, 1995).Nevertheless, ethnic multiplicity on its own does not appear to be a basis of conflict. If it could be, countries known for wars would be the most racially dissimilar which in fact not the case is. Definitely, it may well be that ethnic and spiritual fractionalization even decreases the danger of fierce war (Collier, 1999), possibly since it inspires different sets to get to know the abilities of living together regardless of cultural differences (Chakravarty & Mukherjee, 1999). Once such knowledge course flops, nonetheless, cultural multiplicity may lead to exacerbation of war and upsurge the probability of stern growth, exactly because it brings about fertile material for political recruitment (Walter & Ambrosio, 2007).

This theory was applicable to the study in that in areas in which minorities' experienced economic bias, inequalities in living standards contrary to other tribes, and unbalanced provisions of national opportunities like land and wealth, inter-ethnic war was more possible to erupt. Such circumstances triggered tribal

politics, and served to marshal a society's supporters. This increased the chances of the war intensifying from the prevailing tribal pressures. These tensions that lead to conflict have adverse effects on schools, pupils and teachers (Walter & Ambrosio, 2007).

2.8 Conceptual framework

A conceptual framework is a diagrammatical representation that is used to describe the phenomenon under study (Mugenda & Mugenda, 2003). Below is the conceptual framework for the study.

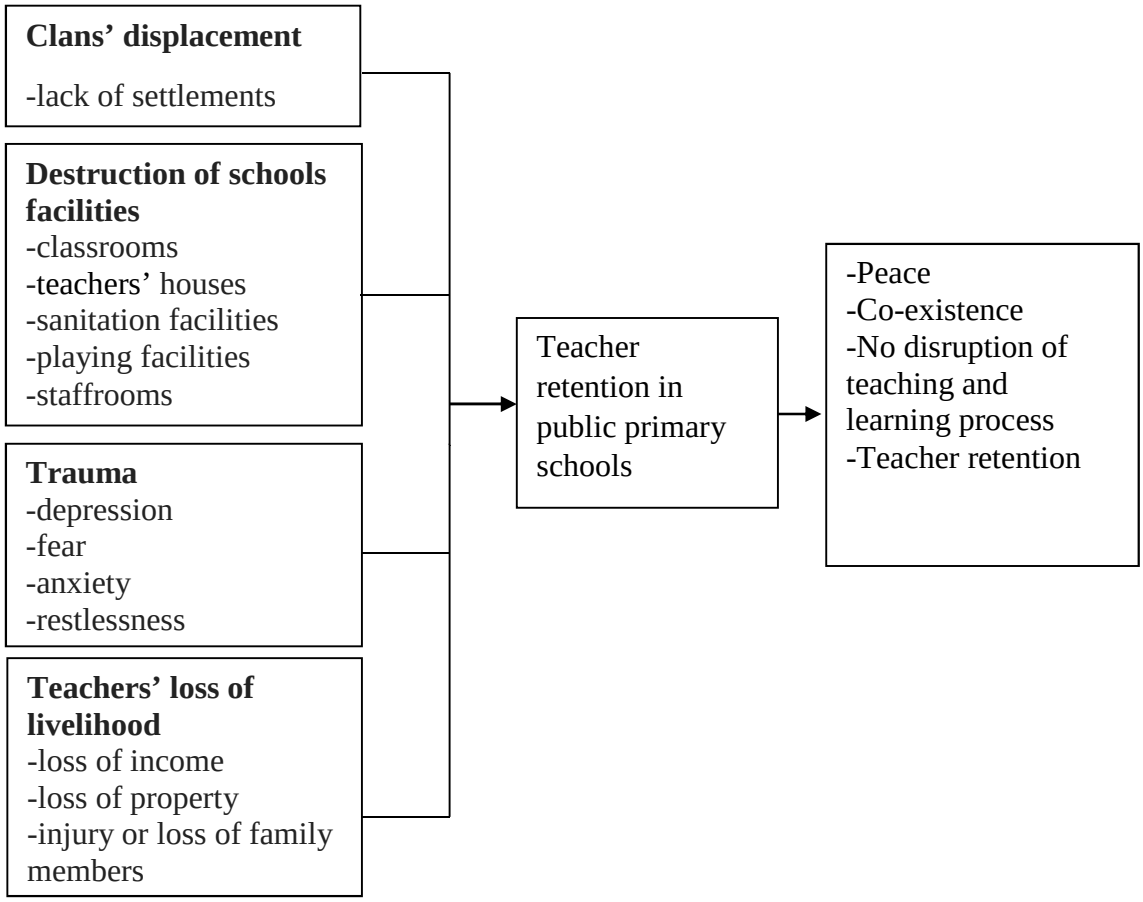

Figure 2.1 Relationship of variables influencing teacher retention in public primary schools

The conceptual framework for the study shows the interrelationship between variables in the influence of Somali clans' conflict on teachers' retention in public primary schools in Banisa sub-county. The framework shows that clans' displacement, destruction of schools facilities, trauma and loss of livelihood have an influence on teachers' retention in public primary schools in Banisa Sub County.

Clans' displacement, destruction of schools facilities, trauma and loss of livelihood were the independent variables specific to this study. Clans' displacement occurred as a result of violence and clan conflicts. It resulted in movement of a clan or several clans from an area due to the pressure from other clans. Displacement here can be related with squatter situations, encroachment on other clans' land and other conflicts that resulted from inter-clan pressure. Destruction of school facilities here was the scenario whereby, in the process of violence, anger and revenge was laid upon school facilities so as to deny one clan or several clans' access to these facilities. Classrooms, sanitation facilities, teachers' houses, staffrooms, playing facilities and such were destroyed through burning, vandalism and demolition. Trauma was as a result of the experience of being entangled in the events of violence and conflicts between clans. These events led to fear, unease, speculations, depression and lack of peace. Loss of livelihood came in different ways for instance loss of income, loss of personal

property such as housing and livestock as well as loss of family members and relatives.

Teacher retention is the dependent variable in this study. This implied that teacher retention was dependent on among other factors, the outlined independent variables in this study. Teacher retention was the case whereby teachers were maintained in their schools, continuously delivering their services without disruption or leaving.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter dealt with the research methodology used in carrying out this study. The chapter contained the following sections: research design; target population; sample and sampling procedures; research instruments; validity and reliability of the instruments; administration of the instruments, and data analysis techniques.

3.2 Study design

The design for this study was descriptive survey. According to Fowler (2003), cross-sectional surveys are used to collect information on a population at a single point in time. In this type of research study, either the entire population or a split thereof is selected. The design was suitable for the study in that it explored the existing occurrence at the time of data collection and explained how the various independent variables of the study namely, clans' displacement, destruction of schools facilities, psychosocial support and loss of livelihood affected the dependent variable which is teacher retention.

3.3 Target population

Mugenda & Mugenda (2003) defined population as an entire group of individuals' events or objects having common characteristics. It is the sum total of all that conforms to a given specification. The target population was 31 head

teachers, 160 teachers and 30 community leaders in Banisa Sub County, Mandera County Kenya (Sub County Director of Education, Banisa, 2015).

3.4 Sample size and sampling procedures

In order to obtain a sample for this study, the researcher used the 10 to 30 percent rule suggested by Mugenda and Mugenda (2003). Mugenda and Mugenda (2013) further states that when the number are less than 30 all the subjects are taken for the study. This implies that all the head teachers were selected for the study. To sample the teachers, 30 percent rule suggested by Mugenda and Mugenda (2003) was considered but the researcher increased the sample size by an additional 48 respondents so as to achieve a substantial sample size that would represent the population and inform the study adequately. Therefore, a total of 96 teachers sampled as respondents for the study. The sample therefore comprised of 31 head teachers and 96 teachers. Non probability sampling namely purposive sampling was used to select the 30 community leaders who included 15 chiefs and 15 village elders.

3.5 Research instruments

The study used questionnaires and interview schedule as the main instruments for data collection. There were two sets of questionnaires; one for the headteachers and another for the teachers, while the interview schedule was used to collect data from the community leaders. The questionnaires had two major sections, one was

on the demographic data and the other was a subdivision according to the objectives of the study.

The questionnaire targeting head teachers and teachers was semi-structured, with sections covering demographic information, clans' displacement and teachers' retention in public primary schools, destruction of school facilities and teachers' retention in public primary schools, trauma and teachers' retention in public primary schools and teachers' loss of livelihood and teachers' retention in public primary schools. The interview schedule comprised questions regarding clan displacement and how clan conflicts affects retention of teachers, knowledge of and impacts of destruction of school facilities on teacher retention, influence of trauma on teacher retention and support measures put in place to help teachers suffering from trauma and finally, how clan conflicts have affected teachers' livelihood and how it has affected teacher retention as well as teaching and learning process.

3.6 Validity of the instruments

Validity is a measure of degree to which a research instrument yields consistent results after repeated trials; Nsubuga (2000). To establish the validity of the instrument, this study used content validity which were used to measure the degree to which the sample of tests item represented the content that the tests were designed to measure. Bollen (1989) defined content validity as a qualitative

type of validity where the domain of the concept is made clear and the analyst judges whether the measures fully represent the domain. The researcher used this type of validity to ensure that indicators tap the meaning of a concept as defined by the researcher. Furthermore a pilot study was conducted by the researcher which yielded a consistent result hence confirming the validity of the concept study. Piloting helps to assess whether an instrument has been designed to elicit intended information from respondents, establish whether test items can be understood and also helps to identify vague or ambiguous items thereby detecting deficiencies and clustered questions (Orodho, 2005;Cohen et al.,2007). Piloting was carried out in 3 public primary schools in the neighbouring sub county that has similar characteristics as those of the sub county under study. The sampling frames for piloting were 31 schools, 96 teachers and 31 head teachers. Gay (2009) suggests that 10 percent of population is acceptable for descriptive research; hence computation of 10 percent of each category yielded approximate of 3 schools, 10 teachers and 3 head teachers. The questionnaires were administered to the pilot sample, and modifications were made based on the pretest results.

3.7 Reliability of the instruments

Reliability is a measure or the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda and Mugenda 1999). The study used Test-retest reliability. Test-retest reliability is the temporal stability of a test from one measurement session to another. The process is to administer the

test to a group of respondents and then administer the same test to the same respondents at a later date. The researcher administered the questionnaires to 3 headteachers and 10 teachers in neighbouring Sub County that did not constitute the sample but have identical characteristics to the sample. After one week, the researcher again administered the same instruments to the same respondents. The test-retest method helped the researcher to test the reliability of the instruments and to perfect the questionnaire concepts and wording. It also helped the researcher to find out if the wordings are clear and if the respondents will interpret all questions in the same way. The resultant scores were correlated using Pearson Correlation Coefficient. The correlation between scores on the identical tests given at different times operationally defined its test-retest reliability. The following formula was used.

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

Where r = Pearson correlation co-efficient

x = result from the first test

y= results from the second test

N = number of observations

The researcher realized a correlation coefficient of 0.732 for teachers and a correlation coefficient of 0.721 for the headteachers hence the instruments were

regarded as reliable. A correlation coefficient of r = 0.7 was obtained and thus, was adopted as adequate for this study (Mugenda & Mugenda, 2003).

3.8Data Collection Procedures

The researcher obtained permit from the National Commission for Science, Technology and Innovation (NACOSTI). The researcher then went ahead to seek authority from the County Commissioner and the County Director of Education (CDE), Mandera County. The researcher then booked appointments with head teachers of schools to agree on when to administer the questionnaires. On the material day, the researcher was introduced to the teachers by the head teachers of the respective schools, created rapport with the respondents, explained all the matters pertaining to the whole study and to the data collection process in particular. Respondents were also briefed on matters of confidentiality, anonymity and consent. Thereafter, the researcher administered the questionnaires to head teachers and teachers. The questionnaires were collected immediately on the same day.

For the interviews, the researcher sought the lead help of a host, a senior elder. The senior elder aided in the identification of the targeted community leaders as well as introduced the researcher to these elders one at a time. However, the interviews were conducted in the absence of this lead senior elder, for purposes of confidentiality of information given by each respondent.

3.9 Data analysis techniques

The research instruments yielded both qualitative and quantitative data. Quantitative data from the questionnaires were first coded and then entered into the Statistical Package for Social Sciences (SPSS). The software yielded frequencies and percentages which were used to analyze the data. Qualitative data was analyzed thematically whereby, responses were grouped into themes and the most prominent and frequently occurring responses were grouped into the same theme. The first step of analysing the quantitative data was to generate frequencies and percentages representing responses regarding the variables being tested. Second was to reduce and organise the data where the researcher did away with all unrelated results and used the valid results to populate the tables and make the charts. Thirdly, the researcher used the frequencies and percentages to draft relevant tables that were used to summarise and present the findings. The researcher then drew conclusions from the mass of data.

3.10 Ethical considerations

Ethics in research is usually put in place to control the relationship between the researchers and participants and between the researchers and the fields they wish to study (Flick, 2006). In adhering to the ethical issues, the researcher sought authority to conduct research from the NACOSTI before commencing the study. The researcher also made sure that the participants were informed of the study and the intentions of the study. This was done through introductory letters as well

as on the questionnaires (See appendix C). The respondents were not coerced to participate in the study. Willingness to partake in the study was obtained from respondents after clear explanation of the course of the study and data collection. Respondents who were not willing to take part in the study were not included in the process of data collection. They were given the freedom to choose to participate or not to participate in the study. The researcher also ensured confidentiality and secrecy of the respondents' identities. This was achieved by not asking participants to write their names on the questionnaires as well as not disclosing the information given by each respondent to the lead host.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND PRESENTATION

4.1 Introduction

This chapter presented the data analysis, presentation and interpretation of findings. Data was analyzed based on the specific research objectives that this study was based on and the need to answer the research questions. Results from the data analysis were presented in tables, with frequencies and percentages being used to express the distributions of responses.

4.2 Questionnaire return rate

Instrument return rate is the proportion of the questionnaires returned after they have been issued to the respondents. All the 31questionnaires administered to the headteachers and 96 administered to the teachers were returned. According to Mugenda and Mugenda (2003), a response rate of 50% is adequate for general analysis, while a response rate of 70% and above is excellent for statistical reporting. This therefore implied that, a questionnaire return rate of 100 percent was excellent for statistical analysis and reporting.

4.3 Demographic information of respondents

The study sought to establish the demographic information of the respondents which included gender, age, education qualification and the duration that the respondents had been at the institution.Table 4.1 below summarises the gender of the respondents

Table 4.1 Gender of teachers and headteachers

Gender	**Headteachers**		**Teachers**	
	Frequency	Percentage	Frequency	Percentage
Male	19	61.0	57	59.0
Female	12	39.0	39	41.0
Total	**31**	**100**	**96**	**100**

Data contained in Table 4.1 showed that 61 percent of head teachers were male while 39 percent were female. For the teachers, it revealed that 59 percent of them were male and 41 percent were female. This meant that, of all teachers and head teachers in public primary schools in Banisa sub-location, majority were males. This disparity in gender of respondents was attributed to the fact that men are a stronger gender implying that they can withstand the effects of conflict as the females, being vulnerable, flee for safety in the custody of their children.

The age of the respondents were also sought by the study. The results are shown in Table 4.2 below.

Table 4.2 Age of head teachers and teachers

Age	**Head teachers**		**Teachers**	
	Frequency	Percentage (%)	Frequency	Percentage (%)
25-30 years	1	3.2	13	13.5
31-35 years	2	6.5	21	21.9
36-40 year	5	16.1	23	24
41-45 years	7	22.6	23	24
46-50 years	7	22.6	8	8.3
51 years and above	9	29.0	8	8.3
Total	**31**	**100**	**96**	**100**

Data contained in Table 4.2 showed 3.2 percent of head teachers and 13.5 percent of teachers were aged between 25 and 30 years. Another 6.5 percent and 16.1 percent of head teachers were between the ages of 31 and 35 and 36 and 40 years respectively. Similarly, 21.9 percent and 24 percent of teachers were aged between 31 and 35 and 36 and 40 years respectively. 24 percent of teachers were also aged between 41 and 45 years. For head teachers 22.6 percent of them were aged between 41 and 45 years with the same proportion of the headteachers aged

between 46 and 50 years.29 percent of headteachers were 51 years and above. For teachers 8.3 percent were aged between 46 and 50 years with the same proportion of teachers aged 51 years and above. As demonstrated by the data, majority of the head teachers and teachers were aged 35 years and above hence their responses were rated reliable for the study due to their experience in service having encountered the effects of inter-clan conflicts for longer periods of time.

The respondents were further asked to indicate their educational qualification and the results shown in Table 4.3 below.

Table 4.3 Distribution of respondents according to academic qualifications

Level of education	**Headteachers**		**Teachers**	
	Frequency	Percentage (%)	Frequency	Percentage (%)
PhD	0	0.0	0	0.0
Masters	4	13.0	5	5.0
Bachelors	8	26.0	21	22.0
Diploma	7	22.0	38	40.0
P1	12	39.0	32	33.0
Total	**31**	**100.0**	**96**	**100.0**

Data contained in Table 4.3 revealed that not any respondent had PhD qualification. It showed that 13 percent of headteachers had Masters while 26

percent of them had Bachelors. 22 percent of head teachers had diploma while 39 percent of them had P1 qualification. On the other hand 5 percent of teachers had masters while 22 percent of them had Bachelor's degree in Education, 40 percent of teachers had attained diploma while 33 percent had P1. From this data, the researcher noted that there were quite a high number of head teachers with P1 level of education compared to other higher qualifications. This implied that there exists inadequate training of these particular head teachers and could have an impact on school management. Education qualification in most cases is used to award or allocate roles and thus, for this study, seeking to know the academic qualifications of the respondents served as one of the measures of knowing the suitability of each of the respondents in delivering services in their lines of duty.

With regard to the duration served by the respondents, the researcher sought to establish the duration that each respondent had served in their current schools. Table4.4 below illustrated the results of their responses.

Table 4.4 Distribution of respondents according to duration of service

Length of service	**Headteachers**		**Teachers**	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Below 5 years	9	29.0	22	22.9
6-10 years	8	25.8	19	19.8
11-15 years	3	9.7	19	19.8
16-20 years	4	12.9	17	17.7
21-25 years	4	12.9	10	10.4
26 years and above	3	9.7	9	9.4
Total	**31**	**100**	**96**	**100**

Data contained in Table 4.4 showed that 29.0 percent of head teachers had been working in their current school for less than 5 years. 25.8 percent of head teachers had also worked in their current stations for between 6 and 10 years. 9.7 percent had been in their current schools for between 11 and 15 years while 12.9 percent had been in the school for between 16 and 20 years. 12.9 percent had been in their current school for between 21 and 25 years while 9.7 percent of headteachers served in their current stations for 26 years. For teachers, 22.9 percent of them served in their current stations for less than 5 years. 19.8 percent of teachers had

been in the school for between 6 and 10 years, 19.8 percent had been serving in the school for between 11 and 15 years, 17.7 percent had been in the school for between 16 and 20 years, 10.4 percent had been in their current school for between 21 and 25 years while 9.4 percent had been in the school for more than 26 years. As shown by the data majority of the headteachers and teachers had been in their current stations for less than 5 years. This showed the extent of the prevalence and effects of inter clan conflicts which escalated to schools hence affecting teacher retention particularly in the region of this study.

4.4 Influence of clans displacement on teachers retention

The first objective of this study was to determine the influence of clans' displacement on teachers' retention in public primary schools in Banisa sub-county. The headteachers were asked to indicate their level of agreement or disagreement to various statements relating to clans displacement on retention of teachers and their responses were presented in Table 4.5.

Key: SD- Strongly Disagree, D-Disagree, A-Agree, SA-Strongly Agree

Table 4.5 Headteachers' response on the influence of clans' displacement on teachers' retention

Statement	SD		D		A		SA	
	F	%	F	%	F	%	F	%
During conflict teachers lack support from host community	4	12.9	4	12.9	7	22.6	16	51.6
Teachers use risky means to access schools during conflicts	5	16.1	5	16.1	10	32.3	11	35.5
Teachers feel insecure to continue teaching	4	12.9	5	16.1	10	32.3	12	38.7
Teachers who put up in the school premises feel insecure	5	16.1	5	16.1	14	45.2	7	22.6
Physical displacement during conflict denies teachers access to school	3	9.7	5	16.1	9	29.0	14	45.2
Displaced teachers tend to ask for transfers to safer schools	4	12.9	3	9.7	16	51.6	8	25.8
Teachers who do not hail from this area are more prone to physical displacements	3	9.7	4	12.9	10	32.3	14	45.2

n=31

Data captured in Table 4.5 showed that 51.6 percent of head teachers strongly agreed that during conflict teachers lacked support from host community. 35.5 percent of them also strongly agreed that teachers travelled through risky routes to access schools during conflict. Further still, 38.7 percent of the head teachers strongly agreed that during conflict teachers felt insecure to continue teaching.

Consequently, 45.2 percent of them agreed that teachers who put up in school premises felt insecure. 45.2 percent of the head teachers also strongly agreed that physical displacement during conflict denied teachers access to schools. Furthermore, 51.6 percent of the head teachers agreed that displaced teachers sought transfers, while 45.2 percent strongly agreed that teachers who did not hail from the area were more prone to physical attack during conflict. These findings suggested that clan conflicts led to massive displacements of teachers and other civilians from their places of work or residence.

The findings are in line with those of a report by UNHCR (2005) which showed that, millions of people were displaced globally as a result of conflict. Kalyvas, (2006) and Vargas, (2007) pointed out that, residents were repeatedly targeted by both soldiers and rebellious militias yearning to increase their territorial control, make their opposing groups' support weak, upsurge their own support and increase their possessions by raiding and seizure of treasured resources and locations. The displacement further involves displacement of children and teachers in the affected areas. The researcher also asked teachers on their response on the influence of clans' displacement on teachers' retention and the results were presented in Table 4.6.

Key: SD- Strongly Disagree, D-Disagree, A-Agree, SA-Strongly Agree

Table 4.6 Teachers' response on the influence of clans' displacement on teachers' retention

Statement	SD		D		A		SA	
	F	%	F	%	F	%	F	%
Teachers face threat and physical attacks by the host community during conflict	9	9.4	12	12.5	31	32.3	44	45.8
Conflict led to displacement of teachers	13	13.5	15	15.6	33	34.4	35	36.5
Teachers who are displaced ask for transfers to areas that are safe	11	11.5	26	27.1	38	39.6	21	21.9
Fear of physical attacks hinders teachers' stay in school	14	14.6	16	16.7	38	39.6	28	29.2
Clan conflict resulted to increase in teacher absenteeism	14	14.6	25	26.0	38	39.6	19	19.8
Non local Teachers are prone to more danger during conflict	9	9.4	21	21.9	37	38.5	29	30.2
Teachers use risky means to access school during conflict	10	10.4	14	14.6	20	20.8	52	54.2

n=96

From Table 4.6, 45.8 percent of the teachers strongly agreed that teachers faced threats and physical attack from the host community during conflict.36.5 percent of the teacher were also in strong agreement to the statement that conflict led to displacement of teachers while 39.6 percent agreed that teachers who were displaced during conflict sought transfers out of the region. Similarly, 39.6 percent agreed that fear of physical attacks during conflict hindered teachers stay in school while 39.6 percent agreed that clan conflict led to teachers' absenteeism from schools. 38.5 percent of the teachers also agreed that teachers who did not hail from the area were more prone to physical attack during conflict. Consequently, 54.2 percent strongly agreed that teachers travelled through long risky routes to access schools during conflict.

The study also sought views from community leaders on the influence of clans' displacement on teachers' retention in schools. From their responses, the community leaders were of the view that during conflicts, teachers, especially those who did not belong to the host community were more prone to conflict and as a result, they either left the area permanently, or sought for transfers to safer regions; and this adversely hindered the retention of teachers in schools. The above analysis indicated that clans' displacement had adverse impact on teachers' safety and thus affected retention in their work stations.

According to a study by William's (2010), teachers were displaced during conflicts in Sri Lanka with up to 80 percent shortfall of appropriately qualified teachers (Fernando & Ferrari, 2011). Furthermore, the findings from this study conquered with the findings of IDMC that in the beginning of August 2008 fighting in the Philippines, numerous people who were displaced were accommodated in classrooms that had been selected as Safety Hubs, sternly limiting their use for education purpose. This affected teacher retention in the areas and hence education was badly affected (IDMC, 2006).

4.5 Influence of destruction of school facilities on teachers' retention

The second objective of this study was to establish the influence of destruction of school facilities on teachers' retention in public primary schools in Banisa sub-county. The headteachers were therefore asked to state their level of agreement or disagreement on some statement relating the issue. Their responses were presented in Table 4. 7.

Key: SD- Strongly Disagree, D-Disagree, A-Agree, SA-Strongly Agree

Table 4.7 Headteachers' response on the influence of destruction of school facilities on teachers' retention

Statement	SD		D		A		SA	
	F	%	F	%	F	%	F	%
Teachers' retention is affected by shortages of infrastructure	5	16.1	5	16.1	9	29.0	12	38.7
Lack of materials for reconstruction	4	12.9	3	9.7	15	48.4	9	29.0
Conflict destroys classrooms/ books.	2	6.5	4	12.9	11	35.5	14	45.2
Classes and other school facilities are destroyed	3	9.7	3	9.7	12	38.7	13	41.9
Destruction of teachers residence	6	19.4	5	16.1	14	45.2	6	19.4
School closure due to destruction of buildings	3	9.7	7	22.6	10	32.3	11	35.5
Teachers feel insecure when facilities are destroyed.	4	12.9	4	12.9	12	38.7	11	35.5

n=31

The data captured in Table 4.7 showed that, 38.7 percent of the head teachers strongly agreed that teachers' retention was affected by shortage of infrastructure during conflicts. 48.4 percent of them also strongly agreed that schools lacked materials for reconstruction following conflicts. Furthermore, 45.2 percent and 41.9 percent of them strongly agreed that conflict destroyed school property and

led to disruption of learning activities in schools respectively. 45.2 percent of the head teachers also agreed property of teachers residing in school premises were destroyed during conflicts. Also 35.5 percent of them strongly agreed that schools had one time faced closure due to destruction of its facilities during conflict while 35.5 percent strongly agreed that teachers felt insecure when school facilities were destroyed during conflict. The above analyses indicate that destruction of school facilities due to conflicts greatly hindered teacher retention in schools, and the normal flow of the learning and teaching activities

The findings mirrored those of Darcy, (2014) who pointed out that demolition of learning structures and tools evidently denied pupils' right to education, the human cost of such attacks was bigger. Even at the times institutions remained open, in the situation of such conflicts several youngsters were very scared to go to schools because of fear being hurt, killed or kidnapped while on their way to school.

The researcher also asked teachers to give response on the influence of destruction of school facilities on teachers' retention. The results of their responses were presented in Table 4.8.

Key: SD- Strongly Disagree, D-Disagree, A-Agree, SA-Strongly Agree

Table 4.8 Teachers' response on the influence of destruction of school facilities on teachers' retention

Statement	SD		D		A		SA	
	F	%	F	%	F	%	F	%
Closure of school due to violence.	15	15.6	12	12.5	32	33.3	37	38.5
Destruction of classes and books during conflict	10	10.4	12	12.5	18	18.8	56	58.3
Lack of materials for reconstruction following conflicts	11	11.5	21	21.9	34	35.4	30	31.3
Classes and books are destroyed and learning is disrupted	16	16.7	14	14.6	18	18.8	48	50.0
Teachers feel insecure following attacks on school and destruction of properties	16	16.7	25	26.0	30	31.3	25	26.0
Teachers' retention is affected by shortage facilities like classrooms, staff houses and toilets.	16	16.7	16	16.7	24	25.0	40	41.7
Destruction of school facilities affect teachers' moral	12	12.5	16	16.7	46	47.9	22	22.9

n=96

Data captured in Table 4.8 showed that 38.5 percent of teachers strongly agreed that schools were closed during violent conflicts where classes and other school properties were destroyed. 58.3 percent of them strongly agreed that during

conflict classroom and books were destroyed. 35.45 percent of them strongly agreed that schools lacked materials for reconstruction after conflict. 50 percent of teachers strongly agreed that during conflict when classes and books were destroyed, learning and teaching schools were disrupted. 31.3 percent agreed that teachers felt insecure following attacks on school that resulted in destruction of classrooms and other school facilities. 41.7 percent strongly agreed that teachers' retention in schools were affected due to shortage of school facilities. 47.9 percent of teachers also agreed that destruction of school property affected teachers' morale.

The study also sought views from community leaders who unanimously agreed that conflict led to destruction of school property. They reported that when one clan attacked another clan, they destroyed homes as well as the school property. This destruction was at times so huge that the schools had to be closed and it was difficult to rebuild the facilities. Due to this destruction, teachers were not able to teach; they felt underutilized and sought to leave the areas prone to such destruction. As evidenced by the findings of this study, destruction of school facilities, lack of materials for reconstruction following conflicts, shortages of school facilities and closure of schools due to violence were great hindrance to the normal flow of the learning and teaching process.

These findings were in tandem with the findings of INEE (2014) that at the start January 2013, over 3,900 learning centers in Syria had been damaged, taken over or turned into purposes different from teaching and learning. Approximations from April 2013 indicated a quick rise in this figure, with 22 percent of the nation's 22,000 learning institutions declared not viable for purpose of education. Additionally, as Nicolai and Triplehorn (2003) put it, schools may not always be safe which implied that pupils and teachers were not safe as for instance, in Colombia and Sudan, teachers have been endangered and murdered hence were forced to leave for safer places (McCallin, 2001). Additionally, Gupta (2013) put it, "…as intimidations to educators and officers; assassination of youngsters and employees; and pillaging affects teacher and pupil retention''.

4.6 Influence of trauma on teachers' retention

The third objective of the study was to determine the influence of trauma on teachers' retention in public primary schools in Banisa Sub County. The headteachers were therefore asked to state their level of agreement or disagreement on some statements relating the issue. Their responses were presented in Table 4. 9.

Key: SD- Strongly Disagree, D-Disagree, A-Agree, SA-Strongly Agree

Table 4.9 Head teachers' responses on influence of trauma on teachers' retention

Statement	SD		D		A		SA	
	F	%	F	%	F	%	F	%
Most teachers are psychologically affected by conflicts	3	9.7	3	9.7	16	51.6	9	29.0
Teachers are fearful of attack during clan conflicts	3	9.7	5	16.1	10	32.3	13	41.9
Teachers seek transfer out of fear of attacks	2	6.5	2	6.5	9	29.0	18	58.1
Teachers who are traumatize following clan conflict have been advised by doctors to seek for transfers	6	19.4	16	51.6	5	16.1	4	12.9
Retention of teachers is hard because teachers are traumatized and have left	3	9.7	4	12.9	16	51.6	8	25.8
Teachers seek psychological counseling due to trauma after conflict and opt to leave school	4	12.9	5	16.1	13	41.9	9	29.0
I have received requests for transfer due to teachers trauma during conflict	3	9.7	3	9.7	16	51.6	9	29.0

n=31

Data captured in Table 4.9 showed that 51.6 percent of headteachers agreed that many teachers were affected psychologically following clan conflicts. 41.9

percent of them strongly agreed that teachers were fearful of another attack of clan conflicts. 58.1 percent strongly agreed that teachers sought transfer because they were fearful there will be another attack. 51.6 percent strongly agreed that teachers affected by trauma following clan conflict have been advised by doctors to seek for transfers. 51.6 percent strongly agreed that retention of teachers was hard because teachers were traumatized and have left. 9 percent agreed that teachers always sought for psychological counseling due to trauma following conflict and ultimately opt to leave school. 51.6 percent agreed that they had received requests for transfers related to teachers' trauma during conflict. The findings indicated that, teachers were psychologically affected due to trauma following clan conflict, and hence, they fled their work stations resulting to teacher shortages in schools.

The findings reiterate those of a research by O'Malley, (2010) which found that In a number of countries affected by conflict, admission to good quality education was gravely imperiled as learning centers, tutors, learners and employees were frequently under attack from brutal clashes as well as the direct effects of fighting. These attacks led to the demise of educators and learners, the demolition of school facilities resulted also in severe mental suffering to those who are unprotected.

The researcher also asked teachers to give their responses on the influence of trauma on teachers' retention, teachers responded as shown in the table 4.10.

Key: SD- Strongly Disagree, D-Disagree, A-Agree, SA-Strongly Agree

Table 4.10 Teachers' response on influence of trauma on teachers' retention

Statement	SD		D		A		SA	
	F	%	F	%	F	%	F	%
Many teachers were affected psychologically following the clan conflicts	21	21.9	18	18.8	30	31.3	27	28.1
Teachers are fearful of another attack of clan conflicts	10	10.4	16	16.7	50	52.1	20	20.8
Teachers are seeking transfer because they are fearful there will be another attack	8	8.3	15	15.6	26	27.1	47	49.0
Teachers affected by trauma have been advised by doctors to seek for transfers	15	15.6	18	18.8	29	30.2	34	35.4
Retention of teachers is hard because teachers are traumatized and have left	15	15.6	10	10.4	26	27.1	45	46.9
Teachers always seek to psychological counseling due to trauma following conflict	10	10.4	41	42.7	39	40.6	6	6.3

n=96

Data captured in Table 4.10, showed that 31.3 percent of teachers agreed that many teachers were affected psychologically following the clan conflicts. 52.1 percent of them agreed that school teachers were fearful of another attack of clan conflicts. 49 percent strongly agreed that teachers sought transfer because they

were fearful there will be another attack. 35.4 percent also strongly agreed that teachers affected by trauma have been advised by doctors to seek for transfers. 46.9 percent strongly agreed that retention of teachers was hard because teachers were traumatized and have left. 42.7 percent of teachers however disagreed that teachers always sought psychological counseling due to trauma following conflict.

The study also sought views from community leaders who revealed that trauma due to the fear of another attack of clan conflict was a bad experience; especially to those who had not experienced conflicts before. Majority of teachers, the discussants said had left the area due to the trauma they had experienced. The analysis from the responses indicated that teachers were traumatized by the clan conflicts which in turn made them uncomfortable in their workplaces thus sought way out. This contributed to schools not able to retain teachers.

Findings from this study conquered with the sentiments of Herman (2007) who reiterated that the notion of distressed teachers having the capability to rebuild their lives was initially hard to comprehend at the time the consequence of the distress was measured. War repeatedly terminates casual communal systems for teachers and disrupted communal organizations and teachers forcefully made to leave their stations (UNICEF, 2009).Administrators found it hard to change teachers in the targeted areas (Mulkeen, 2007).

4.7 Influence of teachers loss of livelihood on teachers retention

The fourth and final objective of this study was to establish the influence of teachers' loss of livelihood on the retention of teachers in public primary schools. The headteachers were asked to give their responses in relation with statements and their responses were presented in Table 4.11.

Key: SD- Strongly Disagree, D-Disagree, A-Agree, SA-Strongly Agree

Table 4.11 Headteachers' responses on the influence of teachers' loss of livelihood on teachers' retention

Statement	SD		D		A		SA	
	F	%	F	%	F	%	F	%
Conflict has led to loss of livelihood among teachers in my school	4	12.9	5	16.1	13	41.9	9	29.0
Teachers' earnings from other sources like farming and business drop during clan conflict	2	6.5	2	6.5	9	29.0	18	58.1
Income uncertainty during conflict affects the retention of teachers	3	9.7	3	9.7	16	51.6	9	29.0
In my school when teachers lose their assets and livelihood, they seek to leave school	4	9.7	4	12.9	16	51.6	8	25.8
In my school during conflict teachers seek for transfer to safer schools where they can invest without fear	3	9.7	5	16.1	10	32.3	13	41.9
Parent loss of livelihood has affected teachers' retention in my school	4	12.9	5	16.1	6	19.4	16	51.6

n=31

The data captured in Table 4.11 showed that 41.9 percent of headteachers agreed with the statement that conflict led to loss of livelihood among teachers in schools. 58.1 percent strongly agreed that teachers' earnings from other sources like farming and business dropped during clan conflict. 51.6 percent of the head

teachers further agreed that income uncertainty during conflict affected the retention of teachers. 51.6 percent agreed that teachers who lost their assets and livelihood sought to leave school. 41.9 percent strongly agreed that teachers sought transfer to safer areas where they can invest without fear during conflict. 51.6 percent of head teachers were also in agreement that parental loss of livelihood during conflict affected teachers' retention in schools. It is evidently clear from these analyses that clan conflict disrupted teachers' livelihood and directly impacted their performance and service delivery as well as their continued stay in an area.

The findings replicate those of a study by Fearon and Laitin (2003) which revealed that, every year millions of people were killed and injured by civil wars and violent insurrections. They damaged infrastructure, amenities, properties and incomes, displaced populaces, broke societal unity, establishments and norms and created alarm and mistrust.

The researcher further sought the responses of teachers on statements regarding the influence of loss of livelihood on retention of teachers. Their responses were presented in Table 4.12.

Key: SD- Strongly Disagree, D-Disagree, A-Agree, SA-Strongly Agree

Table 4.12 Teachers' responses on the influence of teachers' loss of livelihood on teachers' retention

Statement	SD		D		A		SA	
	F	%	F	%	F	%	F	%
Conflict has led to loss of livelihood among teachers in my school	15	15.6	19	19.8	34	35.4	28	29.2
Teachers who have lost their livelihood during conflict ask for transfer	13	13.5	15	15.6	48	50.0	20	20.8
Income uncertainty during conflict affects the retention of teachers	19	19.8	14	14.6	36	37.5	27	28.1
Teachers' earnings from other sources like farming and business drop during clan conflict	8	8.3	12	12.5	16	16.7	60	62.5
Parental loss of livelihood during conflict has affected teachers' retention in my school	18	18.8	21	21.9	31	32.3	26	27.1
Teachers seek for transfer to safer schools where they can invest without fear during conflict	35	36.5	35	36.5	15	15.6	11	11.5

n=96

From data captured in Table4.12 above, 35.4 percent of the teachers agreed that conflict led to loss of livelihood among teachers in school. 50 percent also agreed

that teachers who had lost their livelihoods during conflict asked for transfer. Furthermore, 37.5 percent agreed that income uncertainty during conflict affected the retention of teachers. 62.5 percent strongly agreed that teachers' earnings from other sources like farming and business dropped during clan conflict. However, 36.5 percent of them strongly disagreed that teachers sought transfers to safer schools where they could invest without fear during conflict.

Community leaders on their part indicated that some of the teachers had invested in the area and when their sources of livelihood were affected by conflict they could not continue staying in the area hence they left to other areas. The departure of these teachers from Banisa led to schools being left without teachers. From these findings, it is clear that teachers lost their livelihoods including income, property, families and their social lives during clan conflicts. This disrupted their livelihood and directly impacted their performance and service delivery as well as their continued stay in an area.

These findings are in concurrence with those of a study by Verpoorten (2003) which established that 12 percent of all families lost their houses during the 1994 Rwandan massacre whilst livestock on normal reduced by 50 percent. Shemyakina (2006) found that the households and incomes of about 7 percent of families were dented during the civil conflict in Tajikistan in 1992 and 1998. The war in Burundi in the 1990s was linked with extreme property reduction

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presented the summary of the study, conclusions, recommendations arising from the study and recommendations for future studies. The chapter further presented the suggestions for further research.

5.2 Summary of the study

The purpose of this study was to investigate the influence of Somali clans' conflict on teachers' retention in public primary schools in Banisa sub-county, Kenya. Four objectives were formulated to guide the study. The objectives sought to determine the influence of clans' displacement on teachers' retention in public primary schools in Banisa sub-county, Kenya; establish the influence of destruction of schools facilities on teachers' retention in public primary schools in Banisa sub-county, Kenya; determine the influence of trauma on teachers' retention in public primary schools in Banisa sub-county, Kenya and lastly establish the influence of teachers' loss of livelihood on teachers' retention in public primary schools in Banisa sub-county, Kenya. The literature review focused on an overview of emergency contexts, clans' displacement on teachers' retention, destruction of schools facilities and teachers' retention, trauma and teachers' retention and teachers' loss of livelihood and teachers' retention. The

chapter also presented the theoretical and conceptual framework for the study. The design for this study was descriptive survey. The target population was 31 head teachers, 160 teachers and 30 community leaders in Banisa Sub County. The sample was therefore comprised of 31 head teachers and 96 teachers. Non probability sampling namely purposive sampling was used to select the 30 community leaders who included the fifteen chiefs and fifteen village elders. The study used questionnaires and interview schedule as the main instruments for the study. Data was analyzed by use of qualitative and quantitative techniques.

5.3. Major findings from the study

Following the presentation of the data and an in-depth look at the specific matters arising from the findings, the researcher made the following observations and findings based on the specific variables that the study focused on.

5.3.1 Findings based on the influence of clans' displacement on teachers' retention in public primary schools

Findings on the influence of clans' displacement on teachers' retention revealed that 51.6 percent of the headteachers (Table 4.5) strongly agreed that during conflict teachers lacked support from host community. The respondents reported that teachers travelled through risky routes to access schools during conflict. It was also revealed that during conflict teachers felt insecure to continue teaching. Physical displacement during conflict denied teachers in many schools access to

school. 51.6 percent of headteachers (Table 4.5) agreed that displaced teachers sought for transfers. 45.8 percent of the teachers (Table 4.6) strongly agreed that teachers faced threat and physical attack by the host community during conflict. Teachers who were displaced during conflict sought transfers. 39.6 percent of teachers (Table 4.6) agreed that physical attacks during conflict hindered teachers stay in school. Also 39.6 percent agreed that clan conflict led to teachers' absenteeism in school as evidenced in Table 4.6. Teachers who did not hail from the area were more prone to physical attack during conflict. The same sentiments were raised by the community leaders during the focus group discussion. The community leaders reported that during conflicts, teachers, especially those who did not belong to the community were more prone to conflict and hence sought to leave the area. Further it was revealed that when clans were displaced as a result of conflict teachers had nowhere to stay hence sought for transfer to other areas. This they said was a major hindrance to teacher retention.

5.3.2 Findings based on the influence of destruction of school facilities on teachers' retention in public primary schools

Findings on the influence destruction of school facilities on teachers' retention revealed that 38.7 percent of the headteachers (Table 4.7) strongly agreed that teachers' retention was affected by shortages of infrastructure during conflicts. 48.4 percent agreed that their Schools lacked materials for reconstruction following conflicts. Similarly, 45.2 percent (Table 4.7) strongly agreed that conflict destroyed school property. Conflict led to disruption of learning activities

due to destruction of school property. Teachers residing in the school had their properties destroyed. Teachers on the same breath agreed that their school had been closed during violent conflict where classes and other school property were destroyed. During conflict classrooms and books were destroyed. Majority of teachers agreed that their schools lacked materials for reconstruction after conflict. When classes and books were destroyed during conflict, learning and teaching was disrupted while teachers felt insecure following attacks on school that resulted in destruction of classrooms and other school facilities which ultimately resulted to lack of teachers due to shortage of school facilities.

5.3.3 Finding based on the influence of trauma on teachers' retention in public primary schools

Findings on the influence of trauma on teachers' retention revealed 51.6 percent of headteachers agreed that many teachers were affected psychologically following the clan conflicts as shown in Table 4.9. Teachers were fearful of another attack of clan conflicts. 58.1 percent of the headteachers strongly agreed that teachers sought transfers because they were fearful there would be another attack while 51.6 percent (Table 4.9) disagreed that teachers affected by trauma following clan conflict had been advised by doctors to seek for transfers. 51.6 percent (Table 4.9) agreed that retention of teachers was hard because teachers were traumatized and have left. Teachers always sought for psychological counseling due to trauma following conflict and ultimately opt to leave school.

Majority of the teachers agreed that many teachers were affected psychologically following the clan conflicts. School teachers were fearful of another attack of clan conflicts.

5.3.4 Findings based on the influence of teachers' loss of livelihood on teachers' retention in public primary schools

Findings on the influence of teachers' loss of livelihood on teachers' retention revealed that 41.9 percent of headteachers agreed that conflict has led to loss of livelihood among teachers as shown in Table 4.11. 50 percent of the teachers (Table 4.12) agreed that teachers who have lost their livelihood during conflict asked for transfers. Income uncertainty during conflict affected the retention of teachers. 62.5 percent of teachers strongly agreed that teachers' earnings from other sources like farming and business dropped during clan conflict. Loss of livelihood was another factor that affected teacher retention. The community leaders indicated that some of the teachers had invested in the area and when their property, which was their livelihood was affected by conflict they could not continue staying in the area hence left to other areas.

5.4 Conclusions of the study

From the findings on the study on the influence of clans' displacement on teachers' retention in public primary schools in Banisa sub-county, Kenya, the study concluded that clans' displacement affected teachers' retention. This was because during conflict teachers lacked support from host community. Teachers

felt insecure to continue teaching while physical displacement during conflict denied teachers access to school. Displaced teachers sought for transfers hence affecting teachers' retention. The study also concluded that clan conflict led to teachers' absenteeism in school. Teachers who did not hail from the area were more prone to physical attacks during conflict.

From the findings on the influence of destruction of schools facilities on teachers' retention in public primary schools in Banisa sub-county, Kenya, the study concluded that destruction of school facilities affected teachers' retention. During conflict, schools lacked materials for reconstruction following conflicts. Conflict led to disruption of learning activities due to destruction of school property while teachers residing in the school had their property destroyed. When classes and books were destroyed during conflict, learning and teaching was disrupted while teachers felt insecure following attacks on school that resulted in destruction of classrooms and other school facilities which ultimately resulted to lack of teachers due to shortage of school facilities.

From the findings on the influence of trauma on teachers' retention in public primary schools in Banisa sub-county, Kenya, the study concluded that many teachers were affected psychologically following the clan conflicts. Teachers were fearful of another attack of clan conflicts hence sought for transfer because they were fearful there would be another attack. Teachers affected by trauma

following clan conflict had been advised by doctors to seek for transfers which affected teachers' retention. Many teachers were affected psychologically following the clan conflicts and were fearful of another attack of clan conflicts.

From the findings on the influence of teachers' loss of livelihood on teachers' retention in public primary schools in Banisa sub-county, Kenya, the study concluded that conflict has led to loss of livelihood among teachers in schools. Teachers who have lost their livelihood during conflict asked for transfer to safer zones. Income uncertainty during conflict affected the retention of teachers. Teachers' earnings from other sources like farming and business dropped during clan conflict.

5.5 Recommendations of the study

The following were the recommendations for the study

i. That the government to provide security to schools so that schools are not affected by clan conflicts.
ii. The county governments to work hand in hand with the communities to bring harmony to the community so that teachers are comfortable living and working in such areas.
iii. The government security arm to provide enough security to the area especially to teachers who do not hail from the area.

iv. The government should secure and insure all school facilities so that incase of the unfortunate events of destruction, these facilities are restored easily and efficiently.

v. Community members living in this area should be sensitized and educated on the effects and impacts of conflicts and violence on teaching and learning processes and be mobilized to embrace and protect facilities such as schools, for the benefit of the community

5.6 Suggestions for further research

The following were suggestions for further study and research that might enlighten and inform further on matters clan conflicts, violence and the teaching and learning process.

i. Since the study was carried out in one administrative sub county, another study should be conducted in another area to establish whether similar results will be revealed.

ii. The study focused on four variables namely, clans' displacement, destruction of schools facilities, trauma and teachers' loss of livelihood. Other variables such as political influences pertaining to clan conflict should be interrogated to establish how they influence teachers' retention.

iii. A specific study on factors that affect teacher retention in public primary schools other than clan conflicts should be carried out to establish which among these factors are the most influential factors in teachers' retention

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APPENDIX A

LETTER OF INTRODUCTION

Rashid Ali Happi
University of Nairobi
Department of Educational
Administration and planning
P.O BOX 30197,
Nairobi

The head teacher,

_____ School

Dear Sir/Madam,

REF: PERMISSION TO CONDUCT A RESEARCH

I am a student at University of Nairobi currently pursuing a Masters' degree in Education in Emergencies. I am carrying out a research on **"The Influence of Somali Clans' Conflict on Teachers' Retention in Public Primary Schools in Banisa Sub-county, Kenya."** Your school has been selected for the study. The purpose of this letter is to request you to kindly allow me to carry out the study in your school. The information provided will be used for the purpose of the study. You are assured that your identity will remain confidential. Do not write your name anywhere in this questionnaire.

Thank you for your cooperation.

Rashid Ali Happi

APPENDIX B

HEADTEACHERS QUESTIONNAIRE

Dear Respondent

I am requesting you to spare some of your time and fill in for me this questionnaire. The purpose of this questionnaire is to collect data on '**The Influence of Somali Clans' Conflict on Teachers' Retention in Public Primary Schools in Banisa Sub County, Kenya'**. The information you give will be used for the purpose of the study only. Kindly do not indicate your name anywhere in this document.

Section A: Demographic data

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

1. Please indicate your gender?

   Female [ ] Male [ ]

2. Please indicate your age in years?

   25 – 30 [ ]

   31 – 35 [ ]

   36 – 4 [ ]

   41 – 45 [ ]

   46– 50 [ ]

   51 and [ ]

3. Please indicate your highest academic qualification?

   PhD [ ]

   Masters [ ]

   Bachelors [ ]

   Diploma [ ]

   P1 [ ]

4. How long have you served as head teacher in this sub county?

   5 years [ ]

   5 – 10 [ ]

   11-15 [ ]

   16-20 [ ]

   21-25 [ ]

   26 and [ ]

Section B: Clans' displacement and teachers' retention in public primary schools

5. In a scale of 1 to 4 where 4 is strongly agree and 1 is strongly disagree please indicate the extent to which you agree or disagree with the following statements

   Key: Strongly Agree (SA) = 4; Agree (A) = 3, Disagree (D) = 2

   Strongly Disagree (SD) = 1

No.	Statements	SD	D	A	SA
a.	During conflict teachers in my school				

	lack support from the host community				
b.	Teachers in my school travel through risky long routes to access schools during conflicts				
c.	During conflict teachers in my school feel insecure to continue teaching				
d	During conflicts teachers in my school who put up in the school premises feel insecure				
e	Physical displacement during conflict denies teachers in my school access to school				
f	Displaced teachers in my school tend to ask for transfers to safer schools during conflicts				
g	In my school teachers who do not hail from to this area are more prone to physical attack during conflicts				

Section C: Destruction of schools facilities and teachers' retention in public primary schools

6. In a scale of 1 to 4 where 4 is strongly agree and 1 is strongly disagree, indicate the extent to which you agree or disagree with the following statements

   Key: Strongly Agree (SA) = 4; Agree (A) = 3, Disagree (D) = 2

   Strongly Disagree (SD) = 1

No.	Statements	SD	D	A	SA
a.	In my school teachers' retention is affected due to shortages of school infrastructure during conflicts				
b.	My school lack materials for reconstruction following conflicts				
c.	Conflict destroys classrooms/ books in my school				
d.	During conflict where classes and other school facilities are destroyed, teaching and learning in my school is disrupted				
e.	In my school teachers residing in the school have had their houses destroyed				
f.	My school was closed due to destruction of school buildings during conflict				

g.	Teachers in my school feel insecure when classes and other school facilities are destroyed during conflict				

Section D: Trauma and teachers' retention in public primary schools

7. In a scale of 1 to 4 where 4 is strongly agree and 1 is strongly disagree, indicate the extent to which you agree or disagree with the following statements.

   Key: Strongly Agree (SA) = 4; Agree (A) = 3, Disagree (D) = 2

   Strongly Disagree (SD) = 1

No.	Statements	SD	D	A	SA
a.	In my school many teachers were affected psychologically following the clan conflicts				
b.	In my school teachers are fearful of another attack of clan conflicts				
c.	In my school teachers are seeking transfer because they are fearful there will be another attack				
d.	In my school teachers affected by trauma following clan conflict have been advised by doctors to seek for transfers				
e.	In my school retention of teachers is hard because teachers are traumatized and have left				

f.	In my school, teachers always seek for psychological counseling due to trauma following conflict and ultimately opt to leave school				
g.	I have received in my school requests for transfer related to teachers trauma during conflict				

Section E: Teachers' loss of livelihood and teachers' retention in public primary schools

8. In a scale of 1 to 4 where 4 is strongly agree and 1 is strongly disagree, indicate the extent to which you agree or disagree with the following statements

   Key: Strongly Agree (SA) = 4; Agree (A) = 3, Disagree (D) = 2

   Strongly Disagree (SD) = 1

No.	Statements	SD	D	A	SA
a.	Conflict has led to loss of livelihood among teachers in my school				
b.	In my school teachers' earnings from other sources like farming and business drop during conflict				
c.	In my school, income uncertainty during conflict affects the retention of teachers				
d.	In my school when teachers lose their assets				

	and livelihood, they seek to leave school.				
e.	In my school during conflict teachers seek for transfer to safer schools where they can invest without fear.				
f.	Parental loss of livelihood has affected teachers' retention in my school				

APPENDIX C

TEACHERS QUESTIONNAIRE

Dear Respondent

I am requesting you to spare some of your time and fill in for me this questionnaire. The purpose of this questionnaire is to collect data on the '**Influence of Somali Clans' Conflict on Teachers' Retention in Public Primary Schools in Banisa Sub County, Kenya'.** The information you give will be used for the purpose of the study only. Kindly do not indicate your name anywhere in this document.

Section A: Demographic data

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

1. Please indicate your gender.

   Female [ ] Male [ ]

2. Please indicate your age in years.

   25 [ ]

   25 – 30 [ ]

   31 – 35 [ ]

   36 – 40 [ ]

   41 – 45 [ ]

   46– 50 [ ]

   51 and [ ]

3. Please indicate your highest academic qualification.

   Masters [ ]

   Bachelors [ ]

   Diploma [ ]

   P1 [ ]

4. How long have you served as a teacher in this sub county.

   5 years [ ]

   5 – 10 [ ]

   11 – 15 [ ]

   21 – 25 [ ]

   16--20 [ ]

   26 and over [ ]

Section B: Clans' displacement and teachers' retention in public primary schools

5. In a scale of 1 to 4 where 4 is strongly agree and 1 is strongly disagree, indicate the extent to which you agree or disagree with the following statements.

Key: Strongly Agree (SA) = 4, Agree (A) = 3

Disagree (D) = 2

Strongly Disagree (SD) = 1

No.	Statements	SD	D	A	SA
a.	In my school teachers face threat and physical attacks by the host community during conflict				
b.	In my school conflict led to displacement of teachers				
c.	In my school teachers who are displaced during conflict ask for transfers to areas that are safe				
d	In my school fear of physical attacks during conflict hinders teachers' stay in school				
e	In my school clan conflict resulted to increase in teacher absenteeism				
f	In my school teachers who do not hail from the host community are prone to more danger during clan conflict				
g	In my school teachers travel through long risky routes to access school during conflict				

Section C: Destruction of schools facilities and teachers' retention in public primary schools

6. In a scale of 1 to 4 where 4 is strongly agree and 1 is strongly disagree, indicate the extent to which you agree or disagree with the following statements

Key: Strongly Agree (SA) = 4 Agree (A) = 3

Disagree (D) = 2

Strongly Disagree (SD) = 1

No.	Statements	SD	D	A	SA
a.	My school is closed during violent conflict where classes and other school facilities are destroyed				
b.	In my school during conflict classrooms and books are destroyed				
c.	My school lack materials for reconstruction following conflicts				
d.	During conflict when classes and books are destroyed, learning and teaching in my school is disrupted				
e.	Teachers in my school feel insecure following attacks on school that results in destruction of				

	classrooms and other school facilities during conflict				
f	In my school teachers' retention is affected due to shortage of school facilities like classrooms, staff houses and toilets during conflicts				
j	In my school destruction of school facilities affect teachers' moral				

Section D: Trauma and teachers' retention in public primary schools

7. In a scale of 1 to 4 where 4 is strongly agree and 1 is strongly disagree, indicate the extent to which you agree or disagree with the following statements

Key: Strongly Agree (SA) = 4 Agree (A) = 3

Disagree (D) = 2

Strongly Disagree (SD) = 1

No.	Statements	SD	D	A	SA
a.	In my school many teachers were affected psychologically following the clan conflicts				
b.	In my school teachers are fearful of another attack of clan conflicts				
c.	In my school teachers are seeking transfer because				

	they are fearful there will be another attack				
d.	In my schools teachers affected by trauma have been advised by doctors to seek for transfers				
e.	In my school retention of teachers is hard because teachers are traumatized and have left				
f	In my school, teachers always seek to psychological counseling due to trauma following conflict				

Section E: Teachers' loss of livelihood and teachers' retention in public primary schools

8. In a scale of 1 to 4 where 4 is strongly agree and 1 is strongly disagree, indicate the extent to which you agree or disagree with the following statements

Key: Strongly Agree (SA) = 4 Agree (A) = 3

Disagree (D) = 2

Strongly Disagree (SD) = 1

No.	Statements	SD	D	A	SA
a.	Conflict has led to loss of livelihood among teachers in my school				
b.	In my school teachers who have lost their livelihood during conflict ask for transfer				

c.	In my school, income uncertainty during conflict affects the retention of teachers				
d.	In my school teachers' earnings from other sources like farming and business drop during clan conflict				
e.	Parental loss of livelihood during conflict has affected teachers retention in my school				
f.	Teachers are seek for transfer to safer schools where they can invest without fear during conflict				

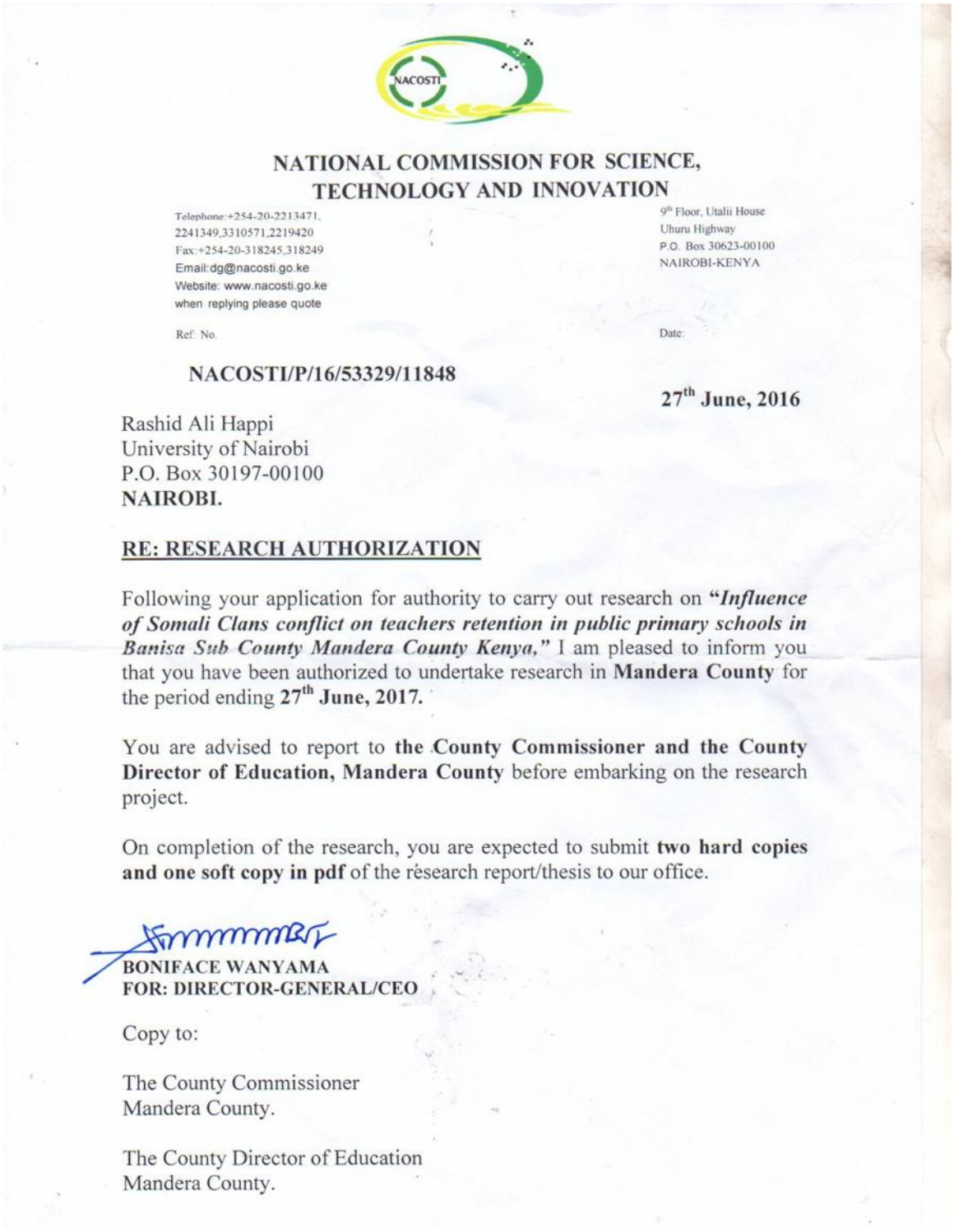
APPENDIX D

INTERVIEW SCHEDULE WITH COMMUNITY LEADERS

1. How does clans' displacement influence teachers' retention in public primary schools in Banisa sub-county (probe on how conflict lead to clan displacement and how that affects teachers in the area)
2. How does destruction of schools facilities influence teachers' retention in public primary schools in Banisa sub-county(the researcher to probe on the effect of destruction of school facilities as a result of conflict and how that has affected teacher retention)
3. How does trauma influence teachers' retention in public primary schools in Banisa sub-county (the researcher to probe the interviewee on the support given to teachers during conflict)
4. How does loss of livelihood influence teachers' retention in public primary schools in Banisa sub-county(the researcher will probe on how loss of teachers livelihood has affected their work)

APPENDIX E

RESEARCH AUTHORISATION



NACOSTI

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone:+254-20-2213471, 2241349,3310571,2219420
Fax:+254-20-318245,318249
Email:dg@nacosti.go.ke
Website: www.nacosti.go.ke
when replying please quote

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

Ref: No. NACOSTI/P/16/53329/11848

Date: 27th June, 2016

Rashid Ali Happi
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Influence of Somali Clans conflict on teachers retention in public primary schools in Banisa Sub County Mandera County Kenya,"*** I am pleased to inform you that you have been authorized to undertake research in **Mandera County** for the period ending **27th June, 2017.**

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

On completion of the research, you are 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

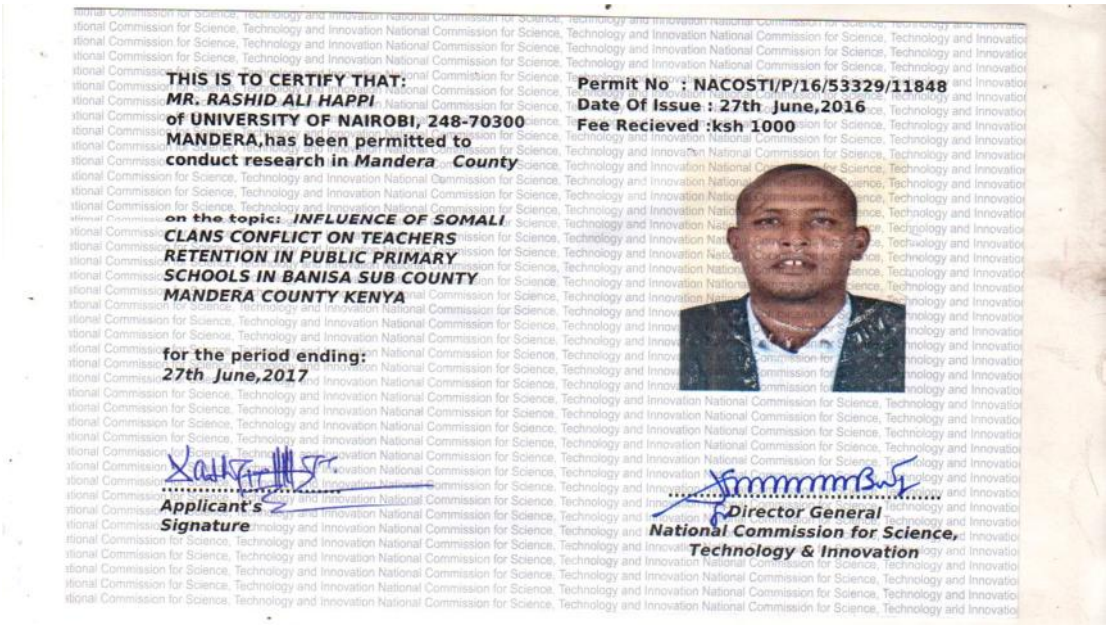
Copy to:

The County Commissioner
Mandera County.

The County Director of Education
Mandera County.

APPENDIX F

RESEARCH PERMIT



THIS IS TO CERTIFY THAT:
MR. RASHID ALI HAPPI
of UNIVERSITY OF NAIROBI, 248-70300
MANDERA,has been permitted to
conduct research in *Mandera County*

on the topic: *INFLUENCE OF SOMALI CLANS CONFLICT ON TEACHERS RETENTION IN PUBLIC PRIMARY SCHOOLS IN BANISA SUB COUNTY MANDERA COUNTY KENYA*

for the period ending:
27th June,2017

Permit No : NACOSTI/P/16/53329/11848
Date Of Issue : 27th June,2016
Fee Recieved :ksh 1000

Applicant's Signature

Director General
National Commission for Science, Technology & Innovation

CONDITIONS

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

REPUBLIC OF KENYA

National Commission for Science, Technology and Innovation

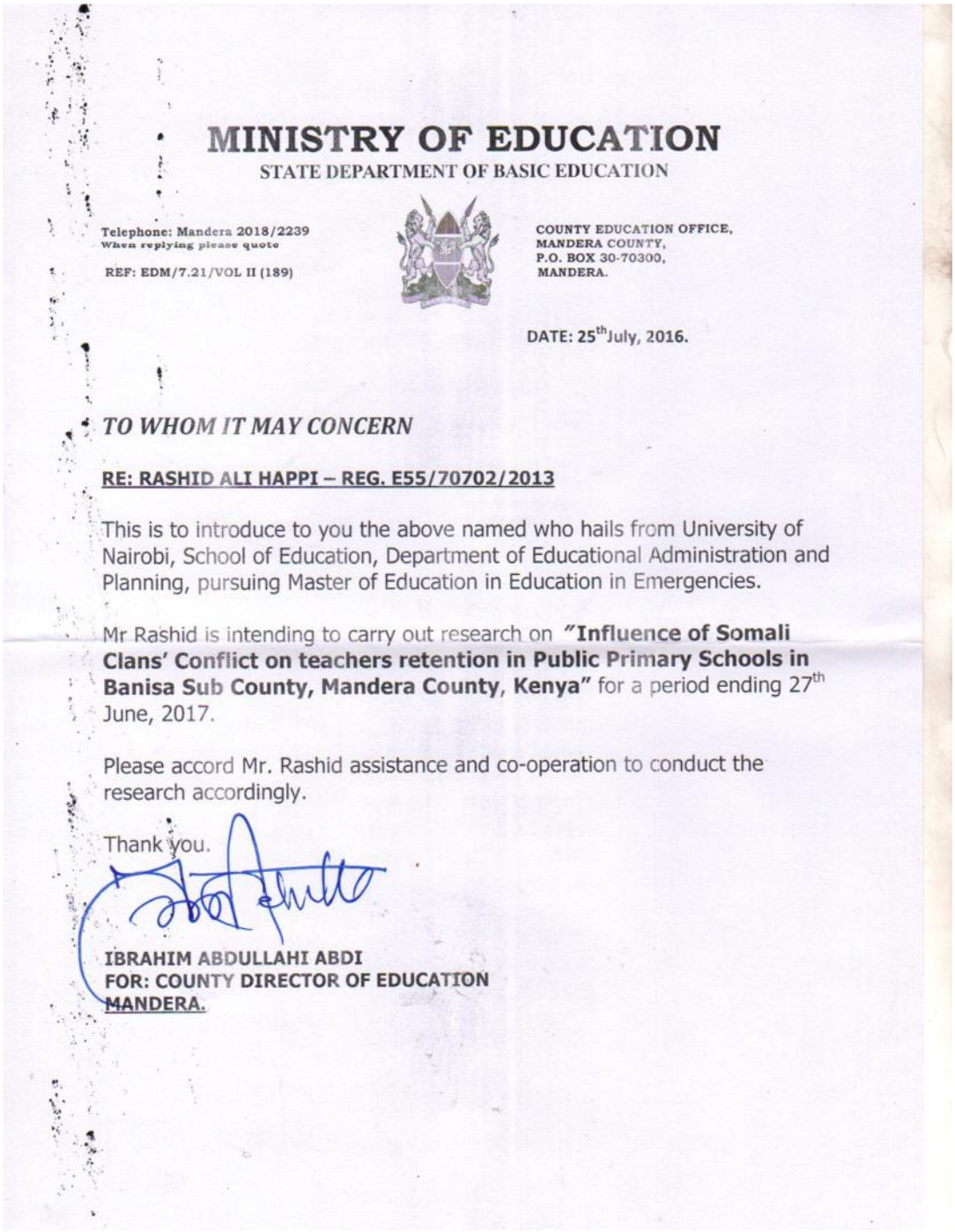
RESEARCH CLEARANCE PERMIT

Serial No. A 9771

CONDITIONS: see back page

APPENDIXG

LETTER FROM THE COUNTY DIRECTOR OF EDUCATION



MINISTRY OF EDUCATION
STATE DEPARTMENT OF BASIC EDUCATION

Telephone: Mandera 2018/2239
When replying please quote

REF: EDM/7.21/VOL II (189)

COUNTY EDUCATION OFFICE,
MANDERA COUNTY,
P.O. BOX 30-70300,
MANDERA.

DATE: 25th July, 2016.

TO WHOM IT MAY CONCERN

RE: RASHID ALI HAPPI – REG. E55/70702/2013

This is to introduce to you the above named who hails from University of Nairobi, School of Education, Department of Educational Administration and Planning, pursuing Master of Education in Education in Emergencies.

Mr Rashid is intending to carry out research on **"Influence of Somali Clans' Conflict on teachers retention in Public Primary Schools in Banisa Sub County, Mandera County, Kenya"** for a period ending 27th June, 2017.

Please accord Mr. Rashid assistance and co-operation to conduct the research accordingly.

Thank you.

IBRAHIM ABDULLAHI ABDI
FOR: COUNTY DIRECTOR OF EDUCATION
MANDERA.

APPENDIXH

LETTER FROM THE COUNTY COMMISSIONER

PRESIDENCY

MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL GOVERNMENT

Telegraphic Address: "County"
Email: ccmandera@hotmail.com
When replying please quote

The County Commissioner
P. O. Box 77 - 70300
MANDERA

Ref No: CC/MDR/RM.71/ VOL I (73)

25th July, 2016

The Director General/CEO
National Commission for Science, Technology and Innovation
NAIROBI

RE: RESEARCH AUTHORISATION – RASHID ALI HAPPI

Reference is made to a letter ref. no. NACOSTI/P/16/53329/11848 dated 27TH June, 2016 from the Director General's Officer, National Commission for Science, Technology and Innovation on the above subject matter.

The above named Person reported to Mandera County to undertake research on "***Influence of Somali Clans conflict on teachers retention in public Primary schools in Banisa Sub- County in Mandera County,***" ending 27th June, 2017

Kindly be informed.

D.N. MBEVI
FOR: COUNTY COMMISSIONER
MANDERA COUNTY

CC:
Deputy County Commissioner
Banisa Sub- County