EFFECTS OF CLAN CLASHES ON PROVISION OF QUALITY EDUCATION IN PUBLIC PRIMARY SCHOOLS IN MANDERA NORTH DISTRICT, KENYA

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A Research Project Submitted to the Department of Educational Administration and Planning in Partial Fulfillment for the Award of a Masters in Education in Emergencies

University of Nairobi

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DECLARATION

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

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This work is dedicated to my beloved family, My Mum Mrs. E. A. Malishe, Dad Adan Farah, Wife Hubi, Daughter Ruqia, sons Abdul and Abdkafi for their patience and encouragement throughout the process of this work.
ACKNOWLEDGEMENT

The successful completion of this work received significant contribution from several people to whom I am deeply indebted. First, I wish to acknowledge the abundant grace of Allah (‘swt’) that was sufficient for the study to be complete.

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To God be the glory.
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<tr>
<td>ASAL</td>
<td>Arid and Semi Arid Lands</td>
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<td>EFA</td>
<td>Education For All</td>
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<td>FPE</td>
<td>Free Primary Education</td>
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<td>KCPE</td>
<td>Kenya Certificate of Primary Education</td>
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<td>MDGs</td>
<td>Millennium Development Goals</td>
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<td>MoE</td>
<td>Ministry of Education</td>
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<td>MoEST</td>
<td>Ministry of Education Science and Technology</td>
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<td>SPSS</td>
<td>Statistical Package for Social Scientists</td>
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<td>TSC</td>
<td>Teachers Service Commission</td>
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<td>UNESCO</td>
<td>United Nations Education Science and Cultural Organization</td>
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<td>UNICEF</td>
<td>United Nations Children Education Fund</td>
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<td>IDPs</td>
<td>Internally Displaced Persons</td>
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<td>IDMC</td>
<td>International Displacement Monitoring Centre</td>
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<tr>
<td>MIS</td>
<td>Ministry of Internal Security</td>
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<td>MND</td>
<td>Ministry of Northern Development</td>
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<td>GoK</td>
<td>Government of Kenya</td>
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<td>DEO</td>
<td>District Education Officer</td>
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<td>Non-governmental Organization</td>
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ABSTRACT

According to the UNESCO Global Monitoring Report 2011, violent conflict is one of the greatest development challenges facing the international community (UNESCO, 2011). Beyond the immediate human suffering it causes, it is a source of poverty, inequality and economic stagnation. Children and education systems are often on the front line of violent conflict. The 2011 Global Monitoring Report examines the damaging consequences of conflict for the Education for All goals. It sets out an agenda for protecting the right to education during conflict, strengthening provision for children, youth and adults affected by conflict, and rebuilding education systems in countries emerging from conflict. Drawing on experience from a range of countries, it identifies problems and sets out solutions that can help make education a force for peace, social cohesion and human dignity.

On average, armed conflict is robbing 28 million children of an education by exposing them to widespread sexual violence, targeted attacks on schools and other abuses. The Report released on March 1, calls for tougher action against human rights violations, an overhaul of global aid priorities and more attention to education’s potential to foster peace. Education accounts for just 2% of humanitarian aid.

The purpose of this study is to investigate the effects of clan clashes on provision of quality education in public primary schools in Mandera North District, Kenya.

This study sought to establish the effects of displacement of families during conflict on the provision of quality education in public primary schools in Mandera North District; to establish the effects of loss of parents or guardians on the provision of quality education in public primary schools of Mandera North District; to determine how the destruction of infrastructures in the area during conflict affects the provision of quality education in public primary schools in Mandera North District and to examine the effects of deprivation of source of livelihood on provision of quality education in public primary schools in Mandera North District.

The study adopted a descriptive survey research design since the study aimed at capturing respondents’ opinions, attitudes, beliefs and knowledge based on the impact of perennial clan clashes on schools in Mandera North District. The sample population for this study comprised of 28 head teachers, 144 teachers, 150 parents and 2,503 pupils in primary schools in Mandera North District were randomly selected to participate in the study comprising 30 per cent and given questionnaires to fill. Questionnaires were used for this study because they are much more efficient in that they permit collection of data from a much larger sample.

The questions were both close ended and open ended to elicit certain responses which were sought and to add more information that were of importance to the study. Focus group discussions were used with both students and parents to elicit
information on the effects of clan clashes on provision of quality education. Analysis of data started with editing to identify errors made by the respondents such as spelling and any un-responded to items. Quantitative data derived from the demographic section and the closed questions were analyzed using descriptive statistics using percentages and frequencies to enable meaningful description of the distribution. The findings of the study were that the inter-clan clashes led to loss of parents and guardians, destruction of infrastructure, loss of source of livelihood when livestock is killed or stolen, displacement of populations, including school children, all which affect the quality of education received by children of Mandera north District, Mandera County. The study concluded that inter-clan clashes are a major contributor of displacement of families from their homes, the loss of parents or guardians, lack of adequate infrastructure, and/ deprivation of source of livelihood. The study recommends facilitation of inter-ethnic dialogue between traditional elders, youth and women, help by both the national and county governments to construct infrastructure destroyed during clashes, introduction of peace education, government sponsoring feeding programmes in schools to encourage enrollment and retention, and the introduction of education in emergencies in teachers training colleges to equip teachers with knowledge, skills and attitudes to be able to deal with children in such situations. The study suggests that a replica of the study should be carried out in the neighbouring districts, the same study be carried out in other districts with different social challenges for comparative purposes, a study should be done on the role of youth in fuelling rebellion and finally, a study on the importance of peace education in stemming militant behaviour among the youth.
CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Perennial clan clashes are a common problem which has been repeated across the world often with disastrous results. Due to violence, people are forced to leave their homes or places of habitual residence in order to avoid effects of armed conflicts, situations of generalized violence, and violation of human rights, natural or human made disasters (Choike, 2009)

Violence leads to Internally Displaced Persons (IDPs) which refers to the persons who have been forced or obliged to flee their homes or places of habitual residence but unlike refugees, remain within state borders. The displacement of people within their own countries owing to clan clashes is a matter of growing concern worldwide. This concern is amply justified since time and again, displaced people suffer external hardships that jeopardize their survival (Choike, 2009)

In all aspects of the school and its surrounding education community, the rights of the whole child, and all children, to survival, protection, development and participation are at the centre. This means that the focus is on learning and acquisition of quality education which strengthens the capacities of children to
act progressively on their own behalf through the acquisition of relevant knowledge, useful skills and appropriate attitudes; and which creates for children, and helps them create for themselves and others, places of safety, security and healthy interaction (Bernard, 1999). Quality may be defined in terms of output, either the number of students completing a cycle within the education system or the number of students passing an important examination or both (Eshiwani, 1993).

Education is important for survival and school children are deprived this fundamental right. As observed by International Displacement Monitoring Centre (IDMC), International efforts have failed to reduce the scale of internal displacement caused by conflict, since there is no specifically mandated body to provide assistance to IDPs. At the end of 2011, an estimated 26.4 million people were displaced within their countries globally by armed conflict, generalized violence or human rights violations (IDMC, 2011). Although this represents a fall from a high of 27.5 million in 2010, the number is still alarmingly high. The report says further that the number in Sub-Saharan Africa fell from 11.1 million to 9.7 million, almost half the global figure. This has led to many children’s interference in Education. Education is a basic human right because it brings holistic development of a child and makes a foundation for future life of every child.
Colombia, the country with the highest number of internally displaced people estimated at about 3.9 million has been experiencing one of the most dramatic crises of conflicts and violence during the last two decades. The situation has forced internal migration of about two million people who flee, mostly in a scattered way from the countryside to urban areas. In this country, violence extends to all levels of society and moves to the remote corners of the country (Meertens, 2003). This adversely affected the education of the displaced families since they were not able to access educational facilities. Iraq, Sudan, the Democratic Republic of Congo and Somalia are the other countries with over a million internally displaced persons each (IDMC 2011).

The implication to education is that in the near future, such communities will not have literate members since education to them in situations of violence is not a priority (UNESCO, 2011). Violence affects the most vulnerable segment of the population and significantly lower access to economic, social and cultural rights. When economy is affected schooling is affected since parents need money to pay fees for their children’s education.

In Indonesia, ethnic conflicts across the country have produced over 1.3 million internally displaced persons but displacement was often not merely an unintended by product of conflict. In many cases, it was in the form of ethnic cleansing and children and women were the ones who suffered most (UNICEF, 2010).
In much of lawless Africa and elsewhere, modern Small Arms and Light weapons (SALW) have become the ubiquitous tools of violence (Pkalya&Halakhe, 2011). Despite the fact that armed violence is generally considered a feature of conventional conflict and war, most victims and perpetrators of armed violence are civilians, and armed violence is increasingly a problem in ostensibly non-conflict and low conflict societies, characterized by crime, banditry and sexual and gender based violence. The situation in many parts of Africa confirm this to be the truth.

In Democratic Republic of Congo, more than 2.6 million people are currently displaced and most of them are staying with host families (UNICEF, 2013). Others survive in makeshift, overcrowded camps. The report says that the conflict continues to be characterized by grave human rights violations including destruction of homes and schools, sexual violence, family separation, forced recruitment of children and massive population displacement. Children cannot go to school and even if they went, cannot learn properly since most of their basic needs are not met. The infrastructure was not prepared for such an increase and over half of the residents do not have regular access to schools.

In Somalia the situation is not different the vicious cycle of violence pitted Somalis against Somalis strictly divided along clan lines as tension erupted to violence during the ongoing civil war, when the entire communities were
uprooted from their homes and subjected to clan based cleansing. In 2008, Somalia was facing its worst crises in a decade and spiraling food prices having a devastating effect on the population. Research shows that education status in Somalia has deteriorated and illiteracy level has risen since education cannot take place in such conditions (EFA Global Monitoring Report 2011). Education for the children of Somalia is a thing of the past since the environment is very hostile for learning to take place besides teachers, infrastructure and resources being not available (UNICEF, 2010).

This phenomenon is not very much different in Kenya, particularly in pastoralist communities where low-level conflicts, combined with high rates of banditry account for the increasing levels of armed violence and attendant proliferation of small arms. Ready availability of illicit arms trafficked across the porous borders, unresolved grievances between groups and communities, and competition for scarce resources and control of livelihoods cumulatively result to an embedded gun culture that only serves to consign millions in the borderlands into abject poverty characterized with limited prospects for socio-economic development (Pkalya & Halakhe, 2011). The situation of armed violence and insecurity is overt in the pastoralist communities of Northern Kenya including Garissa, Mandera, Wajir, Turkana, West Pokot, Marakwet, Baringo, Samburu, Marsabit, Isiolo and Moyale (UNICEF, 2005).
Kenya conducted nationwide election in December 2007. There was widespread unrest and violence that followed the announcement of the presidential results which opponents disputed as rigged (Roberts, 2009). In the weeks that followed, hundreds of thousands of people were affected by political violence. The tribal resentment that had vested in Kenya bubbled over. Kenya’s 2007 elections were accompanied by violence, conflict dubbed ‘land’ and ethnic clashes. The violence mostly affected the coast, Western Nyanza, Nairobi slums and Rift Valley provinces (Kroll Report Part II). The consequences of these conflicts were destruction of properties and means of livelihood, fear and poverty, insecurity and massive internal population displacement. The victims of the clashes sought refuge in schools which were supposed to offer education to the young children and church compounds where they camped and received assistance from the churches as well as well-wishes. Others fled to shopping centers or to relatives living in other parts of the country. Learning was severely disrupted by the conflict (Pkalya & Halakhe, 2011).

Good quality education is crucial to getting and keeping children in school. For parents to invest in education and for children to stay in school, they have to believe it is worthwhile. It has to be relevant and provide the skills and opportunities that enable children to develop and contribute to their communities and wider society. Achieving quality is one of the six education for all goals and a legally binding obligation on governments. Having the opportunity for a
meaningful education is basic human right that many children do not enjoy, particularly children living in conditions recovering from conflict. Unless issues of quality are addressed urgently, internationally agreed targets to achieve universal primary education by 2015 will not be achieved (Policy brief, save the children).

Save the children defines good quality education as; relevant to children’s needs and country contexts, now and for the future. Flexible enough to meet different and changing conditions such as enough mental and social developments, technological advances and arises. Inclusive of all children seeking diversity and differences between children as resources to support learning and plays an important role rather than problem to overcome. Protective and safeguarding children from exploitation, abuse, violence and conflict. As well as teaching literacy and numeracy skills, good quality education enables children to develop cognitively, socially and emotionally. It equips them with the skills to think critically and become active citizens. Good quality education is achieved through early childhood education, inclusive practice, language teaching and community involvement.

In Mandera North District of the larger Mandera County, perennial clan clashes between the two major clans in the area was previously on scarce resources especially water and pasture, but in the year 2012 the clashes took a new turn.
When the registration of voters began in the county, tension was raised and subsequently violence ensued, hundreds of thousands of people were displaced including children. The result of violence led to destruction of property and means of livelihood, fear, insecurity and massive internal population displacement. Leading to lack of conducive environment for learning.

Inter clan conflict has been going on in Mandera North District for a long time. The availability of firearms brought across the neighboring border towns of Bulla Hawa and Elwalk in Somalia has complicated the conflict more (NGO Safety Programme (NSP), 2011). The current and future state of insecurity in the area is worrying with civilians owning guns. Communities in the district now consider the gun as the weapon of choice as they fight over resources and political seats. It is common knowledge that unresolved conflicts may flare up with renewed vigor. Although formal education is a critical resource for development, this ideology has not been wholly embraced by members of the two clans. About 500 children were absorbed into the urban centres local primary schools of Rhamu town consequently leading to the closure of their previous schools in the respective divisions of Ashabito, Rhamu Dimtu and Malkamari in Mandera North District (DEO’s Office, Mandera North District). Many were lacking upkeeps, school fees, uniforms and books.
The conflict was politically instigated, leading to the destruction of properties and deaths of many people. Access to education has become practically impossible and many people fled from their homes leading to closure of schools indefinitely. This led to inaccessibility of quality education. Consequently, dismal performance was recorded in national examinations where Mandera County was ranked as the last in the country in K.C.P.E results 2012 (KNEC, 2013).

Therefore, there is a need to carry out a systematic study to find out the effects of perennial clan clashes in Mandera North District on provision of quality education to pupils in public primary schools as none has been conducted so far. Being at the border with Ethiopia, the District has borne the brunt of the conflict more than any other, hence the choice of the district for the study.

1.2 Statement of the problem

The effect of perennial clan clashes is of great concern, both locally and nationally. The violence has been witnessed progressively since 2006 to present, and has kept recurring periodically (County Commissioner, Mandera County 2013). Education was adversely affected by the destruction of schools and displacement of pupils. Internally Displaced people (IDPs) were witnessed in Rhamu Division of Mandera North District. The affected people included primary school pupils, secondary school students, teachers and the wider community in general.
Measuring effects of perennial clashes is not an easy task. However, it can be measured using various indexes (Nicolai and Triplehon, 2003). Three measures of effect of conflict on education are: attack on schools which they argue is the most easily quantifiable way of measuring the effect of violence on education. It involves counting the number of schools attacked or destroyed. Increase or decrease/reduced enrollment and attendance at schools which is caused by displacement of children from their homes; access to quality education during times of crisis. The safety of the learner and the teacher is critical in Mandera North District. Therefore, there is need to carry out a systemic study to find out the effects of perennial clan clashes in Mandera North District on provision of quality education to the pupils in public primary schools as none has been conducted so far. The district has borne the brunt of the conflict more than any other, hence the choice of the district for the study

1.3 Purpose of the study

The purpose of this study is to investigate the effects of clan clashes on provision of quality education in public primary schools in Mandera North District, Kenya.
1.4 Objectives of the study

This study sought to fulfill the following objectives;

i. To establish the effects of displacement of families during conflict on the provision of quality education in public primary schools in Mandera North District.

ii. To establish the effects of loss of parents or guardians on the provision of quality education in public primary schools of Mandera North District.

iii. To determine how the destruction of infrastructures in the area during conflict affects the provision of quality education in public primary schools in Mandera North District.

iv. To examine the effects of deprivation of source of livelihood on provision of quality education in public primary schools in Mandera North District.

1.5 Research questions

The study was guided by the following research questions;

i. How does displacement of families affect provision of quality education in public primary schools of Mandera North District?

ii. How does the loss of parents or guardians affect the provision of quality education in public primary schools of Mandera North District?

iii. How does the destruction of infrastructure affect the provision of quality education in public primary schools of Mandera North District?
iv. How does the deprivation of source of livelihood affect the acquisition of quality education in public primary schools of Mandera North District?

1.6 Significance of the study

The study is significant in that, it may present data to the stakeholders in Education especially the Ministry of Education. This would be used in policy making and addressing the plight of the children of Mandera North District and the children of marginalized communities at large. The study may also assist Non-governmental organizations in prioritizing areas that need their intervention. The study findings will be of great use to the Ministry of Internal security and Ministry of Northern Development in finding out amicable solutions to problems related to clan clashes in the Northern Frontier districts. The study may also form a basis for future research on effects of clan clashes on education in the affected areas.

1.7 Limitation of the study

Some areas where the clashes occurred were still in accessible for fear of armed militias from the respective clans of Degodia and Garreh. Therefore, it was hard to collect data from Ashabito Rhamu Dimtu area due to insecurity. The researcher’s intensive exploration of all affected areas may be limited by the geographical disparity of the location of the schools that are far apart from each other.
Also some areas where the schools are located are inaccessible due to lack of efficient transport and communication means. The schools that are to be used for the study are located in the rural areas set up and therefore not all the results of the study may be applied to other regions especially urban centres.

1.8 Delimitations of the study

The study was delimited to public primary schools of Mandera North District. Since the study was conducted in only one district, the findings may be generalized to the rest of the country with caution. This is due to the fact that Mandera North District could be influenced by certain unique factors that may not be in the rest of the country such as poverty, drought and conflict.

1.9 Basic assumptions

That many public primary schools in Mandera district suffer interruptions whenever clan clashes occur; and that all the respondents were willing to answer research questions honestly.
1.10 Definition of significant terms

**Clan** refers to a group of people united by actual or perceived kinship and descent. In this case, the clans involved in this study are the Garreh and Degodia of the Somali tribe found in Mandera North district.

**Conflict** refers to a clash of interest between two parties.

**Drought** refers to an extended period of months or years when a region notes a deficiency in its water supply whether surface or underground water.

**To clash** means to come into conflict or be in opposition.

**Quality** refers to the non-inferiority or superiority of something.

**Quality education** is one that is meaningful, worthwhile and responsive to individual and societal needs.
1.11 Organization of the study

This study is organized into five chapters. Chapter one consists of the introduction or background of the study, the statement of the problem, the purpose of the study, objectives of the study, research questions, significant of the study, limitations of the study, delimitations of the study, the basic assumption for the study and definition of the significant terms. Chapter two consists of the literature review which covers the concept of conflict, family displacement and provision of quality education, loss of parents and provision of quality education, destruction of infrastructure and provision of quality education, deprivation of livelihoods and provision of quality education, conflict and provision of quality education, previous studies on conflict and provision of education, clashes in Kenya, perennial inter clan clashes in Mandera north District, summary of literature review, theoretical framework and conceptual framework for the study. Chapter three consists of research methodology, introduction, research design, target population, sample size and sampling procedures, research instruments, instrument validity, instrument reliability, data collection procedures and data analysis techniques. Chapter four consists of data analysis, findings and discussions. Chapter five consists of summary of findings, conclusions, recommendations and suggestions for further research.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

Literature review is crucial in any research because it helps identify gaps in the previous research and rationalize entry point of the current research as well as shaping and deepening conceptual and theoretical framework (Orodho, 2005). As such literature review covers the concept of conflict, family displacement and provision of quality education, loss of parents and provision of quality education, destruction of infrastructure and provision of quality education, deprivation of livelihoods and provision of quality education, conflict and provision of quality education, previous studies on conflict and provision of education, clashes in Kenya, perennial inter clan clashes in Mandera north District, summary of literature review, theoretical framework and conceptual framework for the study.

2.2 The concept of conflict

Conflict is defined in many ways; there is no unanimity among the scholars about what constitute a conflict. One school, dominant in North America, defines conflict in terms of clash of interest between two parties. Contradiction is universal, absolute, existing in all processes of the development of things and running through all processes from beginning to end (Currie, 2011).
Clock (2008) for instance, states: "Conflicts over interests are situations in which some change makes at least one party better off and the other party worse off, each in their own estimation. A fight is a situation in which each party due to a Perceived conflict over interests’ acts to reduce the welfare of the other". Galtung (2000), who represents another school, maintains that "injustice and structural violence" mark a conflict situation. According to him, absence of physical violence and direct confrontation between actors does not necessary mean that structural violence is totally absent. Curie (2011) presents a broader definition. For him, conflict is a situation where "potential development" of one party is "impeded" by another. However, the most widely used definition links a conflict situation with "incompatible goals" of parties. According to Nicholson (1992), "a conflict exists when two people wish to carry out acts which are mutually inconsistent. The definition of conflict can be extended from single people to groups and more than two parties can be involved in a conflict.

A common element found in all definitions is the divergent goals and interest of two actors or parties who resort to various means in pursuit of achieving their objectives. Closely related to the concept of conflict is the term conflict resolution. Most fundamentally, therefore, conflict is correlative to power. Power, simply, is the capability to produce effects; conflict is the process of powers meeting and balancing. To understand what powers become succeed requires comprehending their conflicts; to understand conflict involves untangling the
powers involved (Rummel, 1976). Conflict affects education in several ways. It destroys infrastructure (Abdi, 1998), displaces and most tragically results in the deaths of students, parents and teachers (Buckland, 2005), causes problems in harmonizing school calendars across clash affected regions (UNICEF, 2005) while schools remain closed for an indefinite period of time (Bruck, 1997), and has a damaging and pernicious socio-psychological impact on students (Sant, 2010). Across country analysis by Lai & Thyne (2007), showed that countries experiencing civil war suffer a decline in school environment by 1.6 to 3.2 percentage points. Evidence is growing at the sub-national level that the outcomes are similar.

Merronche (2006), documented that exposure to landmines in Cambodia resulted in average, loss of 4 years of education. In a similar study, the mid 1990’s genocide in Rwanda lowered the average level of educational attainment by 5 years (Akush & De Walque, 2008).

From the perspective of gender, Shemyokin (2006), finds that conflict makes no significant impact on male education rates in Tajikistan. However, females were 12.3 percentage points less likely to complete the mandatory secondary schooling compared to those who completed their education before war broke out.
A recent study finds that conflict leaves a legacy of fewer, average of education, decreased literacy rates and a smaller share of the population with formal schooling (UNESCO, 2010). According to the Ministry of Education, in Cote d’Ivoire (2004), education in the North was affected more severely than education in the south. As per this report almost 50 percent of the school-going aged children were out of school and only 20 percent of government paid teachers stayed in their posts in the North since 2002. Moreover, the start of the 2005 school year was delayed in the North, and approximately 72,000 children were unable to write their examinations in the North (UNICEF, 2005).

The conflict in the mid-west of the country is also marked by high levels of internal displacement. The adverse effects of the war on jobs and land is prevalent throughout the country. However, the people in the mid-west reported to have experienced loss of livestock and non-land assets. Conflicts over commonly shared resources characteristically involve multiple stakeholder/group. Conflict over resources can take place at a variety of levels. From within the household to local, regional societal and global scale (Hussemi, 1998). The intensity of conflicts according to Hussein may also vary enormously from confusion and frustration to violence among members of community or between communities.
Conflict over resources in ASAL areas has been predicted on the need to access pasture land and water for survival of livestock necessitating the need to retain control over space with which to insure livestock (Reckers, 1997). Kenya’s National Poverty Eradication Plan 1992 – 2015 (GoK, 1999) recorded the highest incidence of poverty in arid and semi arid lands.

2.3 Conflict and provision of quality education

Quality education includes: Learners who are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities; Environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities; Content that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life, and knowledge in such areas as gender, health, nutrition, HIV/AIDS prevention and peace; Processes through which trained teachers use child-centered teaching approaches in well-managed classrooms and schools and skilful assessment to facilitate learning and reduce disparities; Outcomes that encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society (UNICEF, 2000).
Armed conflict whether caused by political unrest, economical factors or scarce resources throughout the world constitutes one of the greatest barriers to education. According to the United Nation Report (2011), conflict destroys educational opportunities in war torn areas, results to teachers either been killed, forced to flee or join fighting. Causes children and their families to flee their homes and live in camps with little educational opportunities, causes separation of families or destruction of sources of income for the families forcing children to work instead of schooling, causes destruction of pupils progress report forms preventing them from re-entering other schools, causes forceful conscription of young boys into rebel armies, results to abduction of young girls who made sex slaves for rebel commanders. Fear and insecurity associated with conflicts keep children out of school.

According to UNESCO (2011), war related causes accounts for 42% of primary school children out of school worldwide. It’s estimated that 40% of the out of school children live in war torn countries in Africa (UNESCO, 2011). According to Irine (2011), war torn countries in Middle East might not achieve Education for All (EFA) and Millennium Development Goals (MDGs) by 2015 as anticipated.
2.4 Family displacement and provision of quality education

Conflict leaves a legacy of fewer, average of education, decreased literacy rates and smaller share of the population with formal schooling UNESCO (2010). Africa as a continent has registered the highest number of armed conflicts ranging from military camps, civil strife and clan clashes. Armed conflicts in Africa have been experienced in Sierra Leone, Democratic Republic of Congo, Uganda, South Sudan, Somalia and Ivory Coast just to mention a few.

The average causal effect of civil war on education in Côte d’Ivoire. In particular, we measure the effect of Ivoirian conflict, which reached its peak between 2002 and 2004, on years of education for individuals who were exposed to it in their school-going age. The civil war in Côte d’Ivoire broke out in September 2002 as a result of growing ethnic tensions and a failed attempted military coup. It divided the country into two: the rebel-held North and the government-controlled South and caused more than 3,000 deaths (World Bank, 2010). The war internally displaced more than 700,000 people and as many as 500,000 children were out of school between 2002 and 2004 (UNICEF, 2004). According to the Ministry of Education in Côte d’Ivoire (2004), education in the North was affected more severely than education in the South. As per this report, almost 50 percent of the school-going aged children were out of school and only 20 percent of government-paid teachers stayed in their posts in the North since 2002.
Moreover, the start of the 2005 school year was delayed in the North, and approximately 72,000 children were unable to write their examinations in the North (UNICEF, 2005).

2.5 Loss of parents and provision of quality education

Hundreds of children are in trauma brought about by the loss of their parents, and relatives. Both the conflicting parties have been violating the rights of the children. Children have been the most affected by the violent internal armed conflict. Thousands of orphans (victims from both sides) have seen their parents, siblings, or friends being beaten up or tortured or killed. Oxfam (2005) asserts that poverty and destitution are critical factors affecting provision of quality education.

In Nepal, over 4,000 children have been internally displaced; some of them even live on the street, exposed to various types of danger. Many displaced children have witnessed violence and destruction and thousands have been traumatized. Children who have been directly affected or who have witnessed atrocities from either side are deeply traumatized or have developed a sense of revenge (Bishnu, 2005). UNICEF survey of Rwandan children points out that more than two thirds of the surveyed children had witnessed one or more murders during the genocide of 1994.
2.6 Destruction of infrastructure and provision of quality education

War and conflicts impair the functioning of education systems and often leads to extensive damage of the original educational infrastructure. Millions of children are prevented from attending schools as a consequence of violent conflict. The objective of ensuring basic education for all by year 2015 is threatened with failures unless it is possible to stem such destructive societal conflicts.

Although attacks on educational facilities are regarded as war crimes under international law, schools are increasingly being focused on by warring functions. According to Area Education Officer Mandera North, over 13 schools were destructed and learners may not have classes to learn once the school re-opens while homes of about fifty household were reduced to ashes. ‘It is easier to rebuild roads and bridges than it is to reconstruct institutions and strengthened the social fabric of a society’ (Raphael, 1998)

UNESCO (2003) concedes that it is not known how refugee children are attending schools outside. Nicolai and Triplehorn (2003), reports ‘Chechen’ schools have been bombed during class hours because they were deemed to be sheltering military targets and grenade have been thrown into classrooms (ibid, 3). In Rwanda many schools were the scene of atrocities during the genocide of 1994.
2.7 Deprivation of livelihood and provision of quality education

Land clashes arise as a result of conflict over land as a resource. Land is increasingly becoming a source of conflict in sub-Saharan Africa. In Zimbabwe, the government land redistribution program triggered conflict that adversely affected food production and other spheres of life (Ogada, 2007). In Kenya the government centralized control of land distribution and registration has been politicized leading to frequent conflicts.

This is as a result of either perceived or real marginalization or inequality in land allocations as observed by Waki Report in reference to post election violence where some communities acted based on long standing anger over land distribution right from independence (Republic of Kenya, 2008). It’s against this background coupled with incitement by the politicians that clashes erupted in Kenya in the 1990s in areas such as Molo, Kuresoi and parts of Trans-Nzoia. Furthermore, the fighting that erupted in Mt. Elgon between 2006 and 2008 has associated with irregular allocation of Chepyuk phase three settlement scheme (Simiyu, 2008).

In Mandera North District, 2630 cattle and over 3820 shoats were stolen and taken across the border by Militia from Ethiopia threatening the livelihood of the entire community (District commissioner, Mandera North 2012).
2.8 Previous studies on conflict and provision of quality education

Several scholars have conducted studies on conflict and provision of education. Kisama (2010) did a study on Effect of the 2007 election violence on pre-school education: A case of Lanet Division, Nakuru District. Her findings were that pre-school teachers, parents and pupils were affected by the post-election violence through displacement, loss of property, and loss of relatives and friends. Health care facilities were not available and diseases were rampant. All these affected attendance and participation in education. Among her recommendations is that people affected by violence should be helped to construct houses, be provided with health services, construction of schools, escorts to ensure children’s safety, the curriculum to be reformed to include peace education and to teach children to appreciate others, putting in place effective guidance and counseling programmers, provide a caring environment for abused children, providing families with basic needs and ensuring that the perpetrators of violence are arrested and prosecuted. The same recommendations are very relevant for the conflicts in Mandera as families suffer the same problems and need the same help.

Maiyo (2010) conducted a study on the effects of Post-Election Violence on public secondary schools in Ainabkoi Division, Eldoret East District, Kenya. The study found that some of the key effects of the violence on public schools was loss of life and destruction of property, drawback in economy, loss of school time, frustrations, rape and sexual abuse among others.
Maiyo recommended peace education, conflict resolution and human rights modules be entrenched in the curriculum, interventions to bridge the gap between various ethnic communities, facilitation of inter-ethnic dialogue between traditional elders, youth and women as well as trust-building with the local administration, and making religious education a compulsory subject in both primary and secondary schools. She suggested a study on the role of youth in fueling rebellion, and a study on the importance of peace education in stemming militant behavior among the youth.

2.9 Inter-clan clashes in Mandera North District and provision of quality education

Insecurity in Mandera has been on and off for decades now (Republic of Kenya, 2008). The three main clans, the Murrule, Garreh and Dogodia are the major protagonists of violence, fighting over grazing areas, land and political control. It’s a widely accepted fact that security of an area is paramount to each and every activity that goes on in that area, be it political, social or economic.

This conflict was for long fuelled by the warring clans in the area, but in recent years, the insecurity across the border in Somalia has spilled over to the Kenyan side, with the Mandera region being recipient of militias and weapon from the war torn Somalia (Young & Sing’oei, 2011). Following the clan conflict that occurred in November 2008 and October 2012, and subsequent security crackdown, with a
16 hour curfew, economic activities were hugely disrupted, leading to the suffering of the masses, most of whom have fled their homes, allegedly for fear of brutality by Kenya Security forces and militias (HRW, 2008)

2.10 Summary of literature review

Armed conflict world-wide have adversely affected access to education. The barriers that affects provision of quality education in clash prone areas were cited as destruction of structures, displacement of people, loss of parents, disruptions of sources of livelihood, teacher shortages, child labor, forceful conscription of young boys into rebel armies and sexual violence meted on abducted girls. Armed conflict have erupted in Timor, Yemen, Iraq among other countries in the world.

In Africa, conflicts have erupted in Sierra Leone, democratic Republic of Congo, Uganda, Southern Sudan and Somalia among others (Wamugi & Muchemi, 2011).

In Kenya armed conflict have erupted in areas such as Molo, Kuresoi, Trans Nzoia and most recently Mt. Elgon (Pkalya, & Adan, 2005). Perennial clashes in Mandera North district has escalated since 2010, no comprehensive research has been conducted to investigate the effects of clan clashes on provision of quality education in the region. Some governmental agencies, NGO’s and private individuals have conducted assessment on clan clashes in Mandera North District and its socio-economic effects on the lives of the people but their works are
scanty and inadequate. Human rights for example in their reports only highlighted the causes, sponsors and human right abuses committed by KDF (Human watch group, 2009). The Red Cross society and other humanitarian organizations dwelt on the humanitarian assistance and other logistics necessary for alleviating suffering of the people in the clash torn Mandera North District. Either the private individuals who conducted research in other parts of Mandera County or their topics of study were not directly on provision of quality education. Therefore, this study will seek to investigate the effects of clan clashes on provision of quality education in Mandera North District, Mandera County.

2.11 Theoretical framework

The study is based on the conflict theory by Talcott Parsons who in his book ‘Theories of Society’ (1961) had the following to say: Every Society is at every point subject to the processes of change, change is everywhere; every Society displays at every point dissensus and conflict; conflict is everywhere, every element in a society contributes to its disintegration and change, and that every Society is based on coercion of some members by others. Using Conflict theory he tries to show how relations of authority become productive of clashes of role interest, which under certain conditions leads to the formation of organized antagonistic groups within limited social organizations and societies.
Conflict may result due to population growth, immigration, decline in economic performance of resources, depletion of diminished quantities of resources or unequal distribution of resources. The theory was appropriate to the topic because Mandera North clan clashes were majorly caused by scarcity of resources (i.e. pasture and water). Scarcity raises the value of resources placing them beyond the reach of many. While encouraging the stronger clans to grab more of the resources. In these circumstances each group will struggle to access the scarce resources by any means, including violence as was the case in Mandera North District 2011 to 2013.

2.12 Conceptual framework

A conceptual framework may be defined as the abstract logical structure of meaning that guide the development of the study (Mugenda & Mugenda, 2013).
The conceptual framework suggests that there are a number of things that happen during these clashes that impact on education. Displacement of families from their residence affects the quality of education, through high drop outs and inaccessibility to learning institutions. Loss of parents, deny children provision of food and psychological support. Destruction of structures like homes and schools denies children protective role played by the school. Deprivation of livelihoods through cattle rustling exposes learners to vagaries of malnutrition and lack of school fees and other basic necessities.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction
This section deals with the research methodology to the study. It discusses aspects of the geographical area in which the study was carried out, the research design, target population, sample size and sampling techniques, research instruments, reliability and validity of instruments, data collection and data analysis procedures.

3.2 Research design
The study adopted a descriptive survey research design. According to Mugenda & Mugenda (2003), descriptive survey determines and reports the way things are. Descriptive survey design describes respondents’ characteristics such as abilities, opinions, attitudes, beliefs and/or knowledge. Therefore, this study aimed at capturing respondents’ opinions, attitudes, beliefs and knowledge based on the impact of perennial clan clashes on schools in Mandera North District.

3.3 Target population
Mugenda & Mugenda (2003) define population as an entire group of individuals, events or having common observable characteristics. They define target population as a large population from which a small population is selected for
observation and analysis. The target population for this study comprised of 60 head teachers, 300 teachers, 500 parents and 8345 pupils in primary schools in Mandera North District.

### 3.4 Sample size and sampling techniques

The ideal sample should be large enough to serve as adequate representation of the population about which the researcher wishes to generalize the findings. 10% for a population exceeding 1000 and 30% for a population below 1000 (Mugenda & Mugenda, 2003). After determining the percentage that comprised the sample, simple random sampling technique was used to give each member of the population a chance of being selected. Random numbers were used whereby the members of the population were numbered from 1 to N. Then n numbers are selected and this comprised the sample.

From the target population, 28 head teachers were selected to participate in the study and given questionnaires to fill which is above the minimum 30 % of the target population. 90 teachers were randomly selected to participate in the study, then purposeful selection was used to get four (4) teachers per school. Additionally, 150 parents and 2503 pupils were randomly selected to participate in the study representing 30 percent of the target population. The parent and children participated in focused discussion groups. The parents were divided into 37 groups determined by the primary school their children attended and each
group consisted of 4 parents. Similarly, the children were divided into 37 groups of 68 pupils determined by the primary school they attended. For ease of moderating the focus discussion groups, this 67 pupils per school were further divided into groups of 17 pupils each to ensure all their views were captured and addressed.

3.5 Research instruments

Questionnaires were used for this study because they are much more efficient in that they permit collection of data from a much larger sample (Gay, 1992). Questionnaires also allow respondents to give frank answers to sensitive questions if they are not required to disclose their identity (Mulusa, 1990). One set of questionnaire were used in this study; Head teachers’ and teachers’ questionnaire helped to elicit information on what they perceive as the effects of clan clashes on schooling. The questions were both close ended and open ended to elicit certain responses which were sought and to add more information that was of importance to the study. Focus group discussions were used with both students and parents to elicit information on the effects of clan clashes on provision of quality education. The focus group discussion is preferred for parents because majority of them are basically illiterate.
3.6 Validity of research instruments

Mugenda & Mugenda (2003) defines validity as the accuracy and meaningfulness of inferences based on research results. It is the ability of instruments to measure what they are intended to measure. A pilot study was conducted prior to the actual study. Two primary schools, randomly selected were involved in the pilot study. Through piloting the research was able to determine whether there was any ambiguity in any of the items and to ensure that the instrument elicit the type of data anticipated to answer the research questions. The instruments were analyzed by the university supervisors who are experts in the area of study. The recommended changes were made accordingly.

3.7 Reliability of research instruments

Reliability is the ability of instrument to produce consistent results Sarantakos (1996). Reliability testing focused on determining the degree to which the research instruments give similar results over repeated trials. A test retest method was used to determine reliability of the instruments. The responses from the two tests were expected to be similar or close but if not, then the instruments would presumed to be of low reliability (Orodho, 1998). In determining reliability using test retest method, the following were undertaken. The developed questionnaires were given to a few individual subjects but not the real ones that will be included in the actual study, the answered questionnaires were scored manually, the same questionnaires were administered to the same group after a period of two weeks,
he responses again were scored manually, and then a comparison between the answer in (ii) and (iv) above was made. The Pearson’s product moment formula was used to compare the correlation coefficient in order to establish the reliability of the instruments. The correlation coefficient was at 0.5 to 1 and it indicates 95% confidence level which can be presumed to be reliable.

3.8 Data collection procedure

A research permit was obtained from the National Council of Science and Technology on application on obtaining the permit, permission was also obtained from the area DEO to carry out a research in the district. This was followed by a visit to all sampled schools to liaise with the schools’ head teachers and seek for appointment dates for the admission of the questionnaires on the appointment day; the questionnaires were taken to the sample schools in person. The respondents were briefed on the respective questionnaires and what was expected of them before they were allowed to respond to the items.

All questionnaires were collected on the same day that they were issued for each school. The researcher had focus group discussions with the parents and pupils. During the focus group discussions, the researcher inquired from the parents and pupils how the clashes affected them and in turn affected the children’s education.
3.9 Data analysis techniques

Analysis of data started with editing to identify errors made by the respondents such as spelling and any un-responded to items. Quantitative data derived from the demographic section and the closed questions were analyzed using descriptive statistics using percentages and frequencies to enable meaningful description of the distribution. Qualitative data generated from the open ended questions in the research instruments were organized into themes and patterns categorized through content analysis.
CHAPTER FOUR
DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents data analysis, findings, interpretation and presentation. Data was analyzed using descriptive tools, findings interpreted with frequencies, percentages, mean as well as standard deviation while presentation was done using tables before an elaborate interpretation and discussion of the tables.

4.2 Questionnaire return rate

Respondents for this study were the primary school head teachers and Teachers in Mandera North District. The researcher targeted 28 head teachers and 86 teachers, whose findings are as indicated by Table 4:1.

Table 4.1: Questionnaire return rate

<table>
<thead>
<tr>
<th>Target respondents</th>
<th>Sample size</th>
<th>Responses</th>
<th>Return rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teachers</td>
<td>28</td>
<td>28</td>
<td>100.0</td>
</tr>
<tr>
<td>Teachers</td>
<td>90</td>
<td>86</td>
<td>95.6</td>
</tr>
<tr>
<td>Total</td>
<td>118</td>
<td>114</td>
<td>96.6</td>
</tr>
</tbody>
</table>
This indicates that, the questionnaire return rate was absolutely good for all targeted respondents (that is, the head teachers and teachers) since it was 100 and 97.2 percent respectively. According to Edwards, Roberts, Clarke, DiGuiseppi, Pratap, Wentz and Kwan (2002), a questionnaire return rate of 80 percent and above is absolutely satisfactory, while 60 percent – 80 percent return rate is quite satisfactory. A return rate below 60% is ‘barely acceptable’. A satisfactory questionnaire return rate is imperative to minimize assumptions in the study as well as diminish any bias, which could probably be brought out by a lower questionnaire return rate.

4.3 Demographic Information

Demographic information was based on the gender and teaching experience of head teachers and teachers. Demographic information also included the head teachers and teachers’ response on the nature of in addition to the size of the school. Gender of head teacher and teachers was important because it would help in establishing whether there was any relationship between the gender and the availability of sufficient head teachers and teachers to adequately offer quality primary school education despite the inter-clan clashes.

The distribution by gender is presented in Table 4:2 and 4:3
From the table, the number of male head teachers is nearly twice that of female ones. This can be attributed to cultural stereotypes where females are not expected to hold leadership positions.

The findings on the gender of the head teachers and indicated that, respectively, a majority of teachers were male (74.4 percent) and 25.6 percent were female.
Table 4.4: Head teachers’ teaching experience

<table>
<thead>
<tr>
<th>Head teachers’ teaching experience</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 5 years</td>
<td>10</td>
<td>35.7</td>
</tr>
<tr>
<td>6 - 9 years</td>
<td>6</td>
<td>21.5</td>
</tr>
<tr>
<td>Over 10 years</td>
<td>12</td>
<td>42.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>28</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Majority of the head teachers (42.9%) had a teaching experience above 10 years, 21.5% between 6-9 years whereas 35.7% had a teaching experience of less than 5 years. This showed that the head were experienced enough to realize quality education through competent management of schools.

Table 4.5: Teachers teaching experience

<table>
<thead>
<tr>
<th>Teaching experience</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 5 years</td>
<td>16</td>
<td>18.6</td>
</tr>
<tr>
<td>6 - 9 years</td>
<td>44</td>
<td>51.1</td>
</tr>
<tr>
<td>Over 10 years</td>
<td>26</td>
<td>30.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>86</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Concerning the teaching experience of the teachers, 51.1 percent had been working for between 6 – 9 years while 30.6 had over 10 years teaching experience and the remaining 18.6 percent had below 5 years experience.
Table 4.6: Head teachers’ academic qualifications

<table>
<thead>
<tr>
<th>Academic qualification</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma</td>
<td>19</td>
<td>67.9</td>
</tr>
<tr>
<td>Degree</td>
<td>7</td>
<td>25.0</td>
</tr>
<tr>
<td>Masters</td>
<td>2</td>
<td>7.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>28</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Majority of the head teachers held a diploma in education (67.9 %), 25 % had Bachelor of Education degrees while 7% had Masters degrees. This indicates that practically all head teachers had the qualifications necessary to competently head the schools.

Table 4.7: Teachers academic qualifications

<table>
<thead>
<tr>
<th>Teachers academic qualifications</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>61</td>
<td>70.1</td>
</tr>
<tr>
<td>Diploma</td>
<td>14</td>
<td>16.2</td>
</tr>
<tr>
<td>Degree</td>
<td>11</td>
<td>12.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>86</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
Majority of teachers had a certificate in education (70.1%), a number had a diploma in education (16.2%), while the rest had degrees in education. No untrained teachers were found leading to the conclusion that teachers have the necessary qualifications to ensure quality education for pupils.

Table 4.8: Head teachers’ age distribution

<table>
<thead>
<tr>
<th>Head teachers</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>31 – 40 years</td>
<td>5</td>
<td>17.9</td>
</tr>
<tr>
<td>41 – 50 years</td>
<td>12</td>
<td>42.9</td>
</tr>
<tr>
<td>51 – 60 years</td>
<td>7</td>
<td>25.0</td>
</tr>
<tr>
<td>Over 60 years</td>
<td>4</td>
<td>14.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>28</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

According to the findings on the age head teachers in the primary schools, majority (42.9 percent) were aged between 41 – 50 and 31 – 40 years respectively. Similarly, the minority (14.2 percent) of head teachers respectively were over 60 years. Many head teachers were found to be young and therefore energetic to carry out their duties with due diligence.
Table 4.9: Teachers’ age distribution

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>21 – 30 years</td>
<td>30</td>
<td>34.9</td>
</tr>
<tr>
<td>31 – 40 years</td>
<td>44</td>
<td>51.2</td>
</tr>
<tr>
<td>41 – 50 years</td>
<td>7</td>
<td>8.1</td>
</tr>
<tr>
<td>Over 50 years</td>
<td>5</td>
<td>5.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>86</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

According to the findings on the age of teachers in the primary schools, majority (51.2 percent) were aged between 31 – 40 years respectively. Similarly, the minority (5.8 percent) of teachers were over 60 years. This shows that many teachers are young and energetic enough to ensure quality education for the pupils. Therefore, the reasons for poor performance may lie elsewhere.

### 4.4 Findings on the effects of the inter-clan clashes on provision of quality education in Mandera North District

The section was based on the effects of inter-clan clashes on the family in terms of; displacement of families, absence of a parent or guardian, destruction of infrastructure; loss of source of livelihood and the economic dynamics and their effect in the provision of quality education.
The researcher wanted to find out whether inter-clan clashes cause displacement of families from their homes. The parents, who took part in the focused group discussion, shared that inter-clan clashes were as a result of scarce resources. All parents shared that members of their clan did conflict with other clans over resources. In fact, half of the parents who took part in the focus group discussion volunteered that they had taken part in inter-clan clashes.

Table 4.10: Inter-clan clashes cause displacement of families from their homes

<table>
<thead>
<tr>
<th>Displace families</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Displace families</td>
<td>27</td>
<td>96.4</td>
</tr>
<tr>
<td>Do not displace families</td>
<td>1</td>
<td>3.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>28</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

On whether inter-clan clashes are the primary cause of displacement of families from their homes, an overwhelming majority (96.4 percent) of the head teachers agreed that inter-clan clashes caused displacement of families from their homes while only 3.6 percent said that inter-clan clashes did not cause displacement of families from their homes. They felt that other factors like prolonged drought could cause people to move from their homes. When families are displaced, children are unable to attend school or do not attend regularly affecting their learning. The displacement according to the head teachers has the effect of
prolonged absenteeism by learners and in some cases children dropping out of school completely. This also makes it hard for teachers to complete the syllabus to the disadvantage of the children

Table 4.11: Inter-clan clashes cause displacement of families from their homes

<table>
<thead>
<tr>
<th>Displace families</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Displace families</td>
<td>54</td>
<td>62.7</td>
</tr>
<tr>
<td>Do not displace families</td>
<td>32</td>
<td>37.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>144</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

A significant majority (75 percent) of the teachers agreed that inter clan clashes caused displacement of families from their homes while a minority 37.3 percent said that inter clan clashes did not cause displacement of families from their homes. They felt other factors did. During the focus group discussion with pupils, the children said that during the clan clashes they did not attend schools because of insecurity. The children reported that they started their schooling in the same schools. Some however shared that they changed their school as a result of the inter-clan clashes with the parents and guardian insisting on the current school because there kinfolk also attended the same school and as such they would be safe.
All children shared that their school had been affected by the inter-clan clashes. Most children shared that they had lost some of the friends who moved schools as a result of the inter-clan clashes. During the focus group discussion with parents, it was found that children can no longer go to school when clashes occur. Parents reported that children were used to transport weapons and food to clan fighters in the forest since children were deemed as harmless by the security forces and other clan members. Additionally, some pupils, particularly big boys are expected to leave school and take part in the clashes as members of militias – especially when the clan does not have enough fighting men. During clashes, parents do not send their children to school, especially the girls fearing for their security.

These findings concur with the findings by Rowen (1980) which asserts that inter-clan clashes cause displacement of families from their homes adversely affecting young children education. Teachers felt that pupils need to learn uninterrupted if they are to perform well. Quality education demands minimal instruction time of 850-1000 hours per year, that the school is opened every hour and every day of the school year.
Table 4.12: Head teachers’ response on whether there exist cases where parents and guardians are killed during clashes

<table>
<thead>
<tr>
<th>Loss of parents/guardians</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have been killed</td>
<td>23</td>
<td>82.1</td>
</tr>
<tr>
<td>Not been killed</td>
<td>5</td>
<td>17.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>28</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

According to head teachers response on whether there exist cases where parents and guardians are killed during clashes, majority (82.1 percent) of the head teachers said that there existed cases while 17.9 percent of the head teachers said that there were no cases to support this. The children who took part in the focus group discussions were under the care of their parents. However there were some who had lost their parents to inter-clan clashes. These children were under the care of their relatives – mostly paternal uncles. During the focus group discussion with parents, all the parents shared that the clashes cause deaths of both parents and children. When parents die, children are left orphaned and many drop out of school as a result to look after younger siblings.

Parents and guardians are the providers of the children and when they are not there, children undergo untold suffering including deprivation of the basics of life. This makes learning a nightmare for such children.
Table 4.13: Teachers response on whether there exist cases where parents and guardians are killed during clashes

<table>
<thead>
<tr>
<th>Loss of parents/guardians</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have been killed</td>
<td>82</td>
<td>95.3</td>
</tr>
<tr>
<td>Not been killed</td>
<td>4</td>
<td>4.7</td>
</tr>
<tr>
<td>Total</td>
<td>86</td>
<td>100.0</td>
</tr>
</tbody>
</table>

According to teachers’ response on whether there exist cases of where parents and guardians are killed during clashes, a majority (95.3 percent) of the teachers said that there existed cases while a minority (4.7 percent) of the teachers said that there were no cases to support this. In the focus group discussion with pupils, some of the children reported that they were especially hurt from loosing their friends just because they were not from the same clan. The teachers agreed that children without parents or guardians either drop out of school or perform poorly. This adversely affects the quality of education that children get and this violates their rights to good quality education as enshrined in the constitution and other statutes.

4.5 Effects of destruction of infrastructures on quality of education in public primary schools in Mandera North District

The question was to investigate the effects of destruction of infrastructures on quality of education in public primary schools.
Table 4.14: Head teachers’ response on whether the schools they head have enough infrastructures

<table>
<thead>
<tr>
<th>School infrastructure</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adequate</td>
<td>4</td>
<td>10.7</td>
</tr>
<tr>
<td>Inadequate</td>
<td>24</td>
<td>89.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>28</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Concerning head teachers’ response on whether the schools they head have enough infrastructure, majority (91.7 percent) of the head teachers said they were not adequate while 8.3 percent said they were adequate.

Table 4.15: Teachers’ response on whether the schools they teach in have enough infrastructure

<table>
<thead>
<tr>
<th>School infrastructure</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adequate</td>
<td>20</td>
<td>23.2</td>
</tr>
<tr>
<td>Inadequate</td>
<td>66</td>
<td>76.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>86</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Teachers’ response on whether the schools they taught in have enough infrastructure, majority (76.8 percent) of the teachers said no while 23.2 percent said yes. The parents concurred during the focus group discussion that school infrastructures and materials are burnt to ashes or looted. The results are
congruent with statement by the MOEST (1998), which asserted that, the majority of schools do not have adequate infrastructure. This is especially so since the main partners in public primary schools are the parent and communities who establish and manage over 100 percent of public primary schools in the country. Parents find themselves burdened with the responsibility of putting up and maintaining of infrastructures post clan clashes since government bureaucracy takes long to run full circle. This is bound to affect the quality of education that the children get.

4.6 Infrastructure of school during and after conflict and the influence on quality of primary school education

The section presents infrastructure of schools during and after conflict and the influence it has on quality of primary schools education. It was based on adequacy of infrastructure and instances of school buildings being damaged.

Table 4.16: Adequacy of infrastructure in the school (head teachers)

<table>
<thead>
<tr>
<th>Adequacy of infrastructure during and after clashes</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adequate</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Inadequate</td>
<td>28</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
<td>100.0</td>
</tr>
</tbody>
</table>
According to the findings all (100%) of the head teachers bemoaned the lack of adequate infrastructure in the schools that led to poor attendance and learning conditions that were far from conducive.

**Table 4.17: Adequacy of infrastructure in the school (teachers)**

<table>
<thead>
<tr>
<th>Adequacy of infrastructure during and after clashes</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adequate</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Inadequate</td>
<td>86</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>86</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

All the teachers complained about the lack of adequate infrastructure in the schools they taught in. This is an indication of the reason most primary schools have poor results in clashes prone areas. Without adequate infrastructure, getting quality education is very difficult.

**Table 4.18: Instances when school buildings are damaged during clashes (head teachers)**

<table>
<thead>
<tr>
<th>Damage of buildings according to head teachers</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Damaged</td>
<td>28</td>
<td>100.0</td>
</tr>
<tr>
<td>Not damaged</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>28</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
Regarding the response on instances when school buildings are damaged during clashes 100 percent of the head teachers said this was the case. They further said that this affected attendance as many pupils lacked space in which to study and opted to stay away. Those who attended were even forced to learn in the open. In the focus group discussion with pupils, the children shared that their classrooms and other school buildings had been damaged either fully or partially by the inter-clan clashes.

Table 4.19: Instances when school building are damaged during clashes (teachers)

<table>
<thead>
<tr>
<th>Damage of school buildings according to teachers</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adequate</td>
<td>86</td>
<td>100.0</td>
</tr>
<tr>
<td>Inadequate</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>86</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

100 percent of teachers found fault with the damage of school building during clashes. This affects learning as teachers and pupils are forced to learn under very uncomfortable conditions. Achieving quality education demands that infrastructure is adequate and comfortable for all learners.
4.7 Effects of damage of buildings on teaching and learning

The section presents available options that can be adopted to mitigate in the short-term post clan clashes with respect to classes for teaching.

Table 4.20: Head teachers' response on where they hold classes before the damaged building are reconstructed

<table>
<thead>
<tr>
<th>Classes held</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the open</td>
<td>27</td>
<td>96.4</td>
</tr>
<tr>
<td>Share facilities by leaning in shifts</td>
<td>1</td>
<td>3.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>28</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

In response to where schools hold their classes before the damaged buildings are reconstructed, a significant majority (96.4% percent) of the teachers said in the open with a minority (3.6%) saying they share the available/remaining facilities between all the children by having classes in shifts. Majority of the head teachers said they held classes in the open where they were exposed to the vagaries of the weather, which made learning so unpleasant. They said the net effect was poor performance or children dropping out of school.
Table 4.21: Teachers' response on where they hold classes before the destroyed building are constructed

<table>
<thead>
<tr>
<th>Classes held</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the open</td>
<td>78</td>
<td>90.6</td>
</tr>
<tr>
<td>Share facilities by learning in shits</td>
<td>8</td>
<td>9.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>86</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Majority of the teachers (90.6%) say classes are held in the open while only 9.3% says they get alternative accommodation. This implies that the local community are not very endowed to construct replacement classes immediately after clashes but are not willing to be discouraged from seeking education by all means.

4.8 Inter-clan clashes and displacement and their effect on the livelihoods.

This section was meant to elicit responses on how inter clan clashes and displacement affect the source of livelihood of the people of Mandera North District and the effects of this on quality education
Concerning the effect of inter-clan clashes on the livelihood of the people of Mandera North District, majority (89.3 percent) while 10.7 percent felt inter-clan clashes did not have an effect on the livelihoods of the people. According to them, other factors were responsible for the fluctuations in the source of livelihood for the people.
Table 4:23 Inter-clan clashes affect the livelihoods of the people of Mandera North District (Teachers)

<table>
<thead>
<tr>
<th>Livelihood</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affected</td>
<td>76</td>
<td>88.4</td>
</tr>
<tr>
<td>Not affected</td>
<td>10</td>
<td>11.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>86</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

88.4 percent of the teachers respectively said that indeed the livelihoods were affected by the inter-clan clashes and 11.6 percent of the teachers respectively felt inter-clan clashes did not have an effect on the livelihoods of the people. According to them, other factors were responsible for the fluctuations in the source of livelihood for the people. In the focus group discussion with pupils, the children reported that they did lose livestock as well as other household properties due to the clashes. The parents agreed that livestock is stolen and families are left without a source of livelihood, many children fail to attend school as a result while teachers flee the area for safety leaving pupils with no one to attend to them. Without food and other basics of life, achieving quality education becomes a mirage
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study, findings of the study, conclusions, recommendations as well as suggestions for further studies.

5.2 Summary of the study

The purpose of this study is to investigate the effects of clan clashes on provision of quality education in public primary schools in Mandera North District, Kenya. This study sought to establish the effects of displacement of families during conflict on the provision of quality education in public primary schools in Mandera North District; to establish the effects of loss of parents or guardians on the provision of quality education in public primary schools of Mandera North District; to determine how the destruction of infrastructures in the area during conflict affects the provision of quality education in public primary schools in Mandera North District and finally to examine the effects of deprivation of source of livelihood on provision of quality education in public primary schools in Mandera North District.
The study adopted a descriptive survey research design since the study aimed at
capturing respondents’ opinions, attitudes, beliefs and knowledge based on the
impact of perennial clan clashes on schools in Mandera North District. The target
population for this study comprised of 37 head teachers, 148 teachers of primary
schools in Mandera North District. 28 head teachers and 90 teachers participate in
the study comprising 75.6 percent and 97.2 per cent respectively and given
questionnaires to fill. Questionnaires were used for this study because they are
much more efficient in that they permit collection of data from a much larger
sample. The questions were both close ended and open ended to elicit certain
responses which were sought and to add more information that were of
importance to the study. Focus group discussions were used with both students
and parents to elicit information on the effects of clan clashes on provision of
quality education.

A research permit was obtained from the National Council of Science and
Technology on application on obtaining the permit, permission was also obtained
from the area DEO to carry out a research in the district. Analysis of data started
with editing to identify errors made by the respondents such as spelling and any
un-responded to items. Quantitative data derived from the demographic section
and the closed questions were analyzed using descriptive statistics using
percentages and frequencies to enable meaningful description of the distribution.
5.3 Findings of the study

The purpose of this study is to investigate the effects of clan clashes on provision of quality education in public primary schools in Mandera North District, Kenya. The study was guided by the following objectives: To establish the effects of displacement of families during conflict on the provision of quality education in public primary schools in Mandera North District; To establish the effects of loss of parents or guardians on the provision of quality education; To determine how the destruction of infrastructures in the area during conflict affects the provision of quality education; and to examine the effects of deprivation of source of livelihood on provision of quality education in public primary schools.

On whether inter-clan clashes cause displacement of families from their homes, overwhelming majority (96.4 percent and 75 percent) of the head teachers’ and teachers’ respectively agreed that this was the case. Concerning head teachers’ and teachers’ response on whether there exist cases where parent and school children are killed during clashes, majority (82.1 percent and 86 percent) of the head teachers and teachers respectively were aware of the existence of such cases while 17.9 percent and 14 percent respectively said that they were not aware. On whether head teachers and teachers led or worked in schools that did not have enough infrastructure, a significant majority (89.3 percent and 85.7 percent) respectively bemoaned the lack of sufficient infrastructures.
On whether parents or guardians of school children are killed during the clashes, a noteworthy majority (85.7 percent and 75 percent) of the head teachers and teachers respectively were aware or had witnessed such cases.

Concerning infrastructure of schools during and after conflict and the influence on quality of primary school education, all (100 percent) of the head teachers and teachers bemoaned the lack of adequate infrastructure. Similarly, concerning instances when school buildings are destroyed during clashes, all (100 percent) off the head teachers and teachers respectively found fault with the destruction of school buildings during clashes. On where classes are held post conflict before the destroyed classrooms are repaired, a majority (96.4 percent and 97.2 percent) of the head teacher and teachers respectively said that they hold their classes in the open, with a small minority (3.6 percent and 2.8 percent) of the head teachers and teachers respectively said they shared facilities by having children learn in shifts using the available facilities. This has the net effect of discouraging children from enrolling for studies, children dropping out of school or performing very poorly due to the effects of the vagaries of weather, including sunshine, rain, dust and cold.

On whether inter-clan clashes and displacement have an effect on the livelihoods of the people of Mandera North District, a momentous majority (89.3 percent and 90.3 percent) of the head teachers and teachers respectively felt inter-clan clashes
had a direct and adverse effect on the livelihoods of the people. Deprivation of source of livelihood directly affects attendance as children then cannot afford basics of life like food, shelter and clothes, or books for them to attend school. The older children are forced to take care of their younger siblings

5.4 Conclusions

The study indicated that inter-clan clashes are a major contributor of displacement of families from their homes, which made it difficult for children to attend, school regularly leading to poor performance. This also forces children to walk long distances to reach school and the exhaustion from the long distances affects their concentration in class.

Parents reported that they had noticed their children become reclusive and easily scared of darkness since most of the attacks happen at night. Additionally, the parents reported some of the children regressed in their growth as a result of the trauma suffered from experiencing the conflicts – some children who had stopped bed wetting started bed wetting again. The parents were in agreement that inter-clan clashes irrespective of the motivation did not add value both to the protagonists and antagonists. The parents expressed their desire for the government to better manage the scarce resources in the district in order to ensure children do not have to suffer from conflicts arising from resources allocation.
Similarly, the people irrespective of the clan affiliation must intentionally set out to avoid schools as conflict theaters.

Regarding head teachers’ and teachers’ response on how the loss of parents or guardians affect the provision of quality primary education, the study revealed that majority of the respondents were aware or had first hand experience of this effects with head teachers and teachers witnessing of being aware of cases of parent and children being killed during inter-clan clashes.

The study revealed that, both head teachers and teachers bemoaned the lack of adequate infrastructure. Additionally, they found great fault with the destruction of school building during inter-clan clashes. Furthermore, the study revealed most schools hold their classes in the open post inter-clan conflict with a few choosing to stagger their classes so as to have children learn and use the remaining facilities in shifts.

The study revealed that, inter-clan conflict had a major influence on the source of livelihoods of the people of Mandera North District. Additionally, this had a negative effect of the livelihoods of people and by extension, it has a direct influence on the ability of the people to provide adequate food and other requirements for themselves and their dependants.
5.5 Recommendations

Based on findings of this study, the researcher makes the following recommendations:

i. Facilitation of inter-ethnic dialogue between traditional elders, youth and women as well as trust-building with the local administration, to try and bring an end to clan animosity that was the cause of clashes.

ii. People affected by violence in Mandera North District should be helped by both the National and County governments to construct houses, construction of schools, escorts to ensure children’s safety and provide a caring environment for abused children, providing families with basic needs. The government should consider sponsoring a school feeding programme to encourage those deprived to continue attending school and ensuring that the perpetrators of violence are arrested and prosecuted.

iii. The curriculum to be reformed to include peace education and to teach children to appreciate others, putting in place effective guidance and counseling programmers.

iv. Ministry of Education in conjunction with other stakeholders like TSC should introduce peace education and conflict resolution modules by entrenching it in the curriculum, interventions to bridge the gap between various ethnic communities, facilitation of inter-ethnic dialogue between traditional elders, youth and women as well as trust-building with the local administration.
v. Introduction of Education in Emergencies in all teacher training colleges to equip teachers with knowledge, skills and attitudes to deal with children in such situations

5.5 Suggestions for further study

Based on findings and the scope of this study, the researcher recommends further study to be carried out in the following research areas:

i. A replica of the study should be carried out in other neighboring districts to establish whether primary schools centres in arid and semi-arid regions face the same challenges for clan clashes. This will enable government to come up with long term solutions to problems affecting quality education across the board

ii. For comparative purpose, the same study should be carried in other districts with different social challenges, example, in Nairobi County or such other metropolitan regions.

iii. A study on factors other than inter clan clashes that affect the quality of education in Mandera north District
REFERENCES


Paper Presented at the United States Institute of Peace Conference, September 14, 1999


Appendix 1: Letter of transmittal for data collection

Adan Farah Abass
University of Nairobi
P.O Box 30197  00100
Nairobi

Dear respondent:

RE: REQUEST TO FILL QUESTIONNAIRES FOR RESEARCH

I am a postgraduate student undertaking a Master of Education Degree in Education in Emergencies of the University of Nairobi. I am carrying out a study on Effects of Clan Clashes on Provision of Quality Education in Public Primary Schools in Mandera North District, Kenya

I am using the attached questionnaire and interview schedules to collect information for the study. It is my kind request that you fill the questionnaire, providing the relevant information to facilitate the study. Please use the space provided to fill in the information required objectively and honestly. The information provided will be used for the purpose of this study only and will be treated with utmost confidentiality.

Thank you.

Yours faithfully,

Adan Farah Abass
Appendix II: Questionnaire for head teacher

Part A: Demographic information

Please indicate response by ticking (√) in the appropriate box.

1. What is your gender? Male ( ) Female ( )

2. What is your academic qualification? High school ( )
   Diploma ( ) Degree ( ) Masters ( ) Others (Specify)……

3. What is your highest professional qualification? P1 ( )
   Diploma ( ) Bed ( ) Med ( ) Others (Specify)…………………………

4. What is your age Bracket? 21-30 years ( ) 31-40 years ( ) 41-50 years ( ) 51-60 years ( ) Over 60 years ( )

5. How long have you served as a head teacher? 3 years ( ) 4-6 years ( ) 7-9 years ( ) 10-15 years ( ) above 15 years ( )

6. What is the nature of your school? Boys Boarding ( ) Boys Day ( )
   Girls Day ( ) Girls Boarding ( ) Mixed Boarding ( ) Mix Day ( )
7. What is the size of your school? Less than 200 students ( ) 200-500 students ( ) 500-800 students ( ) Over 800 students ( )

Part B: Questions on clashes and provision of quality education

1. Do inter-clan clashes cause displacement of families from their homes?
   Yes ( ) No ( )

2. If yes, how does the displacement affect the provision of quality education?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

3. Are there cases where parents and guardians of school children are killed during the clashes? Yes ( ) No ( )

4. If yes, how does this affect the provision of quality education?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

5. Do you have enough infrastructure in the school? Yes ( ) No ( )
6 Are there instances when school buildings are destroyed during clashes?
   Yes ( ) No ( )

7 If yes, how does this affect the provision of quality education
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

8 What is the main source of livelihood for the people of Mandera North District?
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

9 Is the source of livelihood affected by the inter-clan clashes? Yes ( ) No ( )

10 If yes, how does this affect the provision of quality education?
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
Appendix III: Questionnaire for teachers

Part A: Demographic information

Please indicate response by ticking (√) in the appropriate box.

1. What is your gender? Male ( ) Female ( )

2. What is your age Bracket? 21-30 years ( ) 31-40 years ( ) 41-50 years ( ) 51-60 ( )

4. What is your highest academic qualification? High school ( ) Diploma ( ) Degree ( ) Others (Specify) …………………………….

5. What is your highest professional qualification? P1 ( ) Diploma ( ) Bed ( ) Med ( ) Others (Specify) ………………….

4  (a) How long have you served as a teacher in this school? 1-3 years ( ) 4-6 years ( ) 7-9 years ( ) 10-15 years ( ) above 15 years ( )

5 Apart from teaching, what other responsibilities do you have in the school?

__________________________________________________________________________________________
Part B: Questions on clashes and provision of quality education

1. Do inter-clan clashes cause displacement of families from their homes?
   Yes (   )  No (   )

2. If yes, how does the displacement affect pupils’ attendance in your class?
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________

3. Are there cases where parents and guardians of school children are killed during the clashes?
   Yes (   )  No (   )

4. If yes, how does this affect the orphaned children performance in class?
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________

5. Are there instances when school buildings are destroyed during clashes?
   Yes (   )  No (   )
6. If yes, where do you hold classes before the destroyed buildings are constructed?

_____________________________________________________

_____________________________________________________

_____________________________________________________

7. How does this affect learning in the school?

_____________________________________________________

_____________________________________________________

_____________________________________________________

8. What is the main source of livelihood for the people of Mandera North District?

_____________________________________________________

_____________________________________________________

_____________________________________________________

9. Is the source of livelihood affected by the inter-clan clashes?  Yes ( )  No ( )

10. If yes, how does this affect the provision of quality education?

_____________________________________________________

_____________________________________________________

_____________________________________________________

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Appendix IV: Focus group discussion with pupils

Kindly respond to the questions honestly and truly.

1. Was your school affected by the clan clashes?

2. In which class did you join this school?

3. Were you learning elsewhere before?

4. Give reasons for coming to this school

5. Have your classrooms or other school buildings been destroyed during clashes?

6. Where did you attend your lessons during that time?

7. Have you lost livestock and other properties at home due to clashes?

8. How did this affect you?

9. Do you attend school every day?
10. If no, why do you sometimes miss school?

11. How does your absence affect your performance?

12. Has any of you lost a parent or guardian due to inter clan clashes?

13. How did that affect your schooling?

14. Has any of you lost a classmate to the clashes?

15. How did it affect your schooling and performance?

Thank you
Appendix V: Focus group discussion with parents

1. Do members of your clan conflict with members of other clans over resources leading to clashes?

2. Are people killed, maimed or generally injured during the clashes?

3. Is there displacement of people as a result?

4. If yes, how does it affect children’s learning?

5. If yes, how does this affect school going children?

6. Are school buildings and materials destroyed by raiders during clashes?

7. What effect does this have on school attendance by pupils?

8. Is livestock stolen or affected by the clashes? Please explain.

10 How do the clashes generally affect the provision of education for boys and girls in primary schools in terms of enrollment, attendance and performance in national examinations?

11 What mitigation measures has the government and other interested partners put in place to minimize the effects of clashes on children’s education?
Appendix VI: Research permit

REPUBLIC OF KENYA

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2123471, 224349, 254-020-2673550
Mobile: 0712 788 787 / 0735 494 246
Fax: 254-020-2213215
When replying please quote
secretary@ncst.go.ke

Our Ref: NCST/RCD/14/013/874

Date: 27th May, 2013

Adan Farah Abass
University of Nairobi
P.O.Box 92-0902
Kikuyu.

RE: RESEARCH AUTHORIZATION

Following your application dated 24th May, 2013 for authority to carry out research on "Effects of clan clashes on provision of quality education in public primary schools in Mandera North District, Kenya," I am pleased to inform you that you have been authorized to undertake research in Mandera North District for a period ending 31st December, 2013.

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

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

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

Copy to:

The District Commissioner
The District Education Officer
Mandera North District.

"The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development."
Appendix VII: Research authorization

This is to certify that:

Prof./Dr./Mr./Mrs./Miss.Institution
Adan Farah Abass
of (Address) University of Nairobi
P.O. Box 92-0902, Limuru.
has been permitted to conduct research in

Mandera North
North Eastern
Location District Province

on the topic: Effects of clan clashes on provision of quality education in public primary schools in Mandera North District, Kenya.

for a period ending: 31st December, 2013.

Applicant’s
Signature

Secretary
National Council for Science & Technology

CONDITIONS

1. You must report to the District Commissioner and
   the District 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) four (4)
   bound copies of your final report for Kenyans
   and non-Kenyans respectively.
6. The Government of Kenya reserves the right to
   modify the conditions of this permit including
   its cancellation without notice.

Research Permit No. NCST/RCD/14/013/874
Date of issue 27th May, 2013
Fee received KSH. 1,000

REPUBLIC OF KENYA
RESEARCH CLEARANCE
PERMIT

GPR6055/3m11/0/2011
(CONDITIONS—see back page)