

**EFFECTS OF INTER-CLAN CONFLICTS ON SCHOOLS AND STUDENTS'
ACADEMIC PERFORMANCE IN SECONDARY SCHOOLS IN MANDERA
COUNTY, KENYA.**

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DECLARATION


This research thesis is my original work and has never been submitted for a degree in any other university or institution. The research thesis has been complimented by reference source dully acknowledged. Where text, data (Including spoken words) graphics, pictures or tables have been borrowed from other sources including the internet, these are specifically accredited and reference cited in accordance with anti-plagiarism regulations.

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DEDICATION

This work is dedicated to my beloved family members lead by my cherished father Mr. Rashid Farah, my mother Hoyo Khadija, my siblings lead by my elder sister Abay Rahma, Abow Adan, Mohamed, Farhiya, Nuria, Abdiaziz, Faruq, Aftin, Feisal, Suleiman, Hussein, Halwa, Marwa, Fowzia, Nimco and Zakariya for their prayers, patience and encouragement throughout the process of this work.

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ABBREVIATIONS AND ACRYNOMS

ASAL	Arid and Semi-Arid Lands
EUA	Education under Attack
GCPEA	Global Coalition to Prevent Education under Attack
IDPs	Internally Displaced Persons
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
KNEC	Kenya National Examination Council
KNHCR	Kenya National Human Right commission
SDG	Sustainable Development Goals
SPSS	Statistical Package for Social Sciences
UNICEF	United Nations International Children's Emergency Fund
UNESCO	United Nations Education, Scientific and Cultural Organization
UNHCR	United Nations High Commission for Refugees
UNIS	United Nations Institute of Statistics
WB	World Bank
WDR	World Developmental Report

ABSTRACT

Despite efforts by the government of Kenya and non-governmental organizations to foster peace among communities in Mandera County, cases of inter-clan conflicts have been on the rise with catastrophic result on schools like closure, reduction in attendance, destruction of school properties as well as loss of teachers, learners and their parents. Therefore, this study aimed at investigating the effects of inter-clan conflict on schools and students' academic performance in secondary schools in Mandera County. Although a number of studies have been done on the poor academic performance of learners in Mandera County especially at the primary level, no specific study has investigated the effects of inter-clan conflict on schools and students' academic performance in secondary schools. The study was guided by four objectives; to investigate the effects of inter-clan conflict on school attendance and students' academic performance, to determine the effects of inter-clan conflicts on school infrastructure/resource and students' academic performance, to establish the effects of inter-clan conflicts on school learning environment and students' academic performance and to establish the effects of inter-clan conflict on psycho-social wellbeing of learners/teachers and students' academic performance. The study was guided by social conflicts theory as proposed by Karl Max. The study was conducted in three sub-counties of Mandera County where inter-clan conflict is prevalent. The study adopted descriptive survey research design. The target population for the study comprised 54 principals, 240 class teachers and 2,508 form three and four learners giving a total of 2,802 respondents. The sample size of the study was 300 respondents which is 11% of the target population comprising of 12 principals, 48 class teachers and 240 learners. Purposive sampling was used to select principals and class teachers. Stratified sampling was used to select the learners. Simple random sampling was used to select the schools for data collection. The researcher administered questionnaires to class teachers and learners. An interview schedule was used for principals. Piloting of the study was done in 2 secondary schools in Mandera South Sub-county with 2 principals, 5 teachers, 10 learners. The researcher used expert judgment to determine the content validity of the instruments. Reliability of the instruments was determined by using test-retest method where the coefficient of internal consistency was established at 0.84 which indicated a high degree of reliability of the instrument. The questionnaires for learners and class teachers were self-administered in schools and collected the same day. Principals were interviewed the same day while the checklist and documents were analyzed on the same day of visit with the help of the class teachers. The data were organized and coded using the Statistical Package for Social Science (SPSS). Quantitative data were analyzed using descriptive statistics, using percentages and frequencies to enable meaningful description of the distribution. Qualitative data were analyzed by coding and classifying information into major themes then presented in narratives and themes. The study found out that majority of the respondents agreed that inter-clan conflicts occur frequently thus affecting school attendance, infrastructure/resources, learning environment and affects both the teachers and learners psychologically. It was also established that school attendance was very low affecting learners and teachers psychologically and that the school learning environment was not supportive during inter-clan conflict. It was concluded that academic performance of learners suffered due to shortage of teachers as many had fled, high absenteeism by both learners and teachers, inadequate infrastructure and learning resources as many had been vandalized and destroyed while many of the learners and teachers suffered from trauma and stress associated with the inter-clan conflicts. The findings of the study may inform the Ministry of Education and Educational stakeholders on how best to improve academic performance in conflict affected areas. The findings are hoped to add to the existing knowledge about the effects of inter-clan conflicts on academic performance.

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.0 Introduction

This chapter contains background to the study, statement of the problem, purpose of the study, objectives of the study, research questions and significance of the study. The chapter concludes with assumptions of the study, limitation and delimitation of the study, theoretical and conceptual frameworks and operational definitions of terms as used in the study.

1.1 Background to the Study

Perennial inter- clan conflict is a global phenomenon reported in almost every part of the world which is a major impediment to the realization of Sustainable Development Goal (SDG) Number 4 of ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all as more than half of the world's school going children out of school are estimated to live in conflict-affected fragile states (GCPEA, 2018).

Conflict has effects on schooling such as killing and displacement of both learners and teachers as in the case of inter-ethnic violence in Rwanda's Genocide of 1994 which left more than two-thirds of teachers in primary schools killed or displaced hence leading to lack of teachers to teach in schools (WB,2011). Conflicts also lead to destruction and damage to schools and educational infrastructures. In Bosnia and Herzegovina, conflict resulted in destruction of schools where 56% of the schools in the two countries required reconstruction and rehabilitation while in Mozambique

60% of its schools were either destroyed or closed as a result of its long civil conflict. (UNESCO, 2013).

Learning institutions are often targets during periods of conflict with attacks on educational facilities reported in 31 countries in Africa, Asia, Europe and Latin America (UNESCO, 2013). Conflict also prevents the opening of schools and increases teacher and learners' absenteeism thus hampering learning in school. Conflict also threatens learners and teachers' security while travelling to school and attending class hence absenteeism resulting in poor syllabus coverage and academic performance (UNESCO, 2013).

According to the Education for Global Development report (2017), learners in conflict affected areas face greater exposure to violence, poverty and neglect. Thus, such experience considerably impacts not only their well-being but also access to school and academic performance. The report further indicates that due to conflicts, one in six children in Latin America and almost two in three in Southern and Eastern Africa fail to acquire basic numeracy skills. Further according to the same report, in countries like Burundi, Congo, Mozambique, Nicaragua and Senegal, at least one out of every three children do not reach the fourth grade. Overall, 250 million children are bereft of basic reading, writing and math skills, despite 130 million of those children reporting primary school attendance (Education for Global Development, 2017). In Low income countries affected by conflicts, less than 5% of learners in late primary level score above the minimum proficiency level for reading indicating poor performance in language subjects (WDR, 2018).

The World Bank Report of 2018 on Learning to Realize Education Promise, revealed that poor individual academic performance translate into massive social costs by preventing children from becoming productive members of societies with research in neurobiology and behavioural sciences demonstrating that exposure to conflicts can alter brain development and affect learning abilities, such as long-term and working memory, flexibility in attention and concentration consequently making the individuals to be less active in class and exhibiting poor academic performance in schools due the effects of the conflicts.

According to a study by Chui in 2016, conflicts reduce the chances of learners passing an exam which is a very negative predictor of learning in school. This is because as established by her study, conflict wastes time for students to engage in meaningful activities of learning in school and therefore it affects performance both at individual and school level since it involves interfering with quality of the learning environment, contact hours of teaching and learning, school attendance, leadership crisis and morale of teachers. Further Chui argued that conflicts both at physical, social, psychological and emotional level causes trauma and distress to students which has a long term implication to their health and overall impact on learners' academic achievement in school. However, the focus of this study was to find out the effects of inter-clan conflicts on school attendance, school infrastructure and resources, learning environment as well as the psycho-social wellbeing of both learners and teachers to students' academic performance in schools.

According to a study by Tilman Brück et al.,(2016) on Israeli-Palestinian conflict of probability of an individual passing the school-leaving exam of Tawjihi General

Examination, an exam that determines not only whether or not the student obtains the high-school diploma but also depending on the exam score, the possibility to be admitted to university in the West Bank or abroad, for the population of high-school students in the West Bank during the Second Intifada (2000-2006), a period of intensified conflicts between the Israel Defense Forces (IDF) and the Palestinians found out that that the conflict significantly reduces the student's probability to pass the final exam and to get the minimum test score needed for the admission to university.

Conflict affects school attendance and thus has a bearing on learners' academic achievement since a child who misses learning is bound to fail in examinations. According to Education for All Global Monitoring Report (2011), net attendance rates for primary schools are on average 11% percent lower in conflict areas than in non-conflict regions. This means that regions in countries that already have a weak school attendance pattern are more likely to experience decrease in school attendance when conflicts erupt (Education for all Global monitoring report, 2011). According to UNICEF (2017), more than 25 million children between the ages of 6 and 15, or 22 per cent of children in that age group, are missing out on school in conflict zones across 22 countries with a third of children missing out of learning because of the fighting between the armed groups in Central Africa Republic. According to the data from the UNESCO Institute for Statistics (2017), one out of three children and youth not attending school live in areas affected by conflict. Conflict affects school attendance and academic performance in a way that it contributes to learners missing classes which in turn leads to poor syllabus coverage in schools thus poor academic performance.

Conflict often destroys and damages schools' infrastructure and resources. According to a study by Orodho, Waweru & Getange in 2014, in Zambia due to conflicts, school infrastructure was destroyed and a good numbers of teacher left the country. In Mali, nearly all school infra-structure was pillaged by armed groups and school furniture was destroyed, all electronic equipment was destroyed or taken by the occupants while in all of the three regions of the country, a high percentage of teachers and pupils had not come back to school by the end of 2013 (UNESCO, 2014). In Mopti region of Mali, ethnic conflicts over natural resources, saw 500 schools destroyed at the end of the academic year 2016-17 (UNOCHA, 2017). The genocide of 1994 involving the fight between Hutsi and Tusti in Rwanda, according to UNICEF led to destruction of more than 600 primary schools and more than 3,000 teachers killed or forced to flee while in Burundi at least 390 primary schools were damaged, school furniture and text-books destroyed during the inter- ethnic conflict (Dunlop, 2015). The destruction of school infrastructure has a bearing on learners' academic achievement since they worry about their safety needs and might not concentrate in class because of the impeding attacks. UNESCO (2014) reported that since 2007, there have been thousands of reported cases of teachers and members of the education community being killed, beaten or tortured, by armed groups or forces in school or on their way to school. Lack of teachers or their inadequacy is a factor in poor academic performance.

Individual academic achievement can be influenced by several factors such as school characteristics as well as the prevailing conditions around the schools (Glewwe and Kremer, 2006). Conflict affects the learning process through interruption to the learning environment. The quality of learning environments has

long-term effects on the national examinations as it affects the effectiveness of learning in schools. (Kasmuri, Zubir and. Hormias, 2012). For example, in Iraq, according to Save the Children (2017), conflicts across the country forced more than 2.67 million Iraqis to flee their homes and seek refuge in schools, thus making learning not to take place as the displaced families were living in their classrooms. The learning environment was not conducive as it had been invaded by others. In Pakistan according to International displacement monitoring center (2011), the act of converting learning centers into residential to accommodate community members had made the learning environment unconducive as learning could not take place.

In Rwanda, a report by the Ministry of education showed a growing concern of ‘Ethnic Balkanization’ of schools, especially in secondary schools where learners needed to go to schools where they felt secure (Jackson 2008). This hampered learning process as the learning environment is of fear. Psychologists postulate that learning is effective when it is taking place in a threat free environment. Education for the children in Somalia is a thing of the past since the environment is very hostile for learning to take place besides tension and fear due to the ongoing ethnic/political conflicts that has not only affected the school learning environment but also destroyed school infrastructure and resources (UNICEF, 2010).

Conflicts affect both learners and teacher psychologically as well as socially. According to a study by Lancet (2019), one in five people living in an area affected by conflict suffer from depression, anxiety, post-traumatic stress disorder or stress. In Burundi as result of the inter-ethnic fight between Hutsi and Tutsi over period of 1992-2005, according to a survey carried out by UNICEF in 2008, 93% of children

interviewed shown signs of troubled behaviour with many manifesting clinical symptoms of trauma as result of losing one parent or both in the conflicts. Katie and Sullivan (2015) posited that when young people undergo traumatic experiences, their sense of the understanding becomes shuttered. Consequently, this affects their concentration in school and their academic performance.

In Kenya, as a result of the ethnic conflicts, following the disputed elections of 2007/2008, about 1,133 people were killed and close to 600,000 families displaced seeking refuge in schools, churches and security camps hence repurposing the school infrastructures (KNHRC Report, 2008). Learning in schools was interrupted as schools remained closed in different part of the country for the whole first term of the year 2008 (UNICEF, 2009). Nasongo et al., (2011) established that negative performance index in the 2008 KCPE and KCSE results compared to that of 2007 was largely attributed to the inter-ethnic conflict that rocked different location of the country in the early 2008.

In Mandera County, the Ministry of Education has reported in 2018 that out of 850,000 children missing school in Kenya, the county leads with 127,000 children representing 15% of the overall figure nationally citing constant inter-clan fighting as a factor of a child missing school. According to Uwezo report (2016), a standard three pupil in Nyeri county is six times more likely to read and count up for standard two work than a pupil in Mandera county citing insecurity brought about by constant inter-clan fighting; sometimes degenerating into other advanced forms of conflicts and inadequate teachers as major factors for low literacy and numeracy levels among learners in the county. The county is further disadvantaged by the dilapidated

learning infrastructure and resource in school often threatened and destroyed by perennial inter-conflict (Interpeace, 2016). Mandera County has been ranked the poorest in the national examination (K.C.S.E) with a mean score of less than 4.00 (D) over the last ten years with only few learners scoring quality grades as shown in the table 1.1.

Table 1.1: K.C.S.E Mean Score of Mandera county 2008-2018.

Years	Mean Score	Entry	C+ above grades	Percentage
2018	2.9550	3421	132	3.8%
2017	2.6681	3409	96	2.8%
2016	2.6117	3104	86	2.77%
2015	3.9960	3292	450	13.67%
2014	3.1340	2640	101	3.8%
2013	3.1925	2224	106	4.76%
2012	3.1790	1908	97	5.08%
2011	4.076	898	114	12.69%
2010	3.7340	1297	138	10.6%
2009	4.0011	867	103	11.88%
2008	3.923	637	70	10.9%
TOTAL		23,687	1,387	

(Source: Director of Education's office, Ministry of Education, Mandera County)

According to a study by Adan and Orodho in 2016, inter-clan fighting in Mandera County affects education negatively by thwarting the effort of teachers to effectively implement the curriculum resulting in poor learning outcomes. Many studies such as Warfa (2018), Aftin (2012) and Adan (2012) have shown that academic performance in Mandera County is poor due to marginalization factors, lack of adequate resources and inadequate teachers among others. Thus, the need for a study to find out the effects of inter-clan conflicts on schools and students' academic performance in Mandera County.

1.2 Statement of the Problem

Despite the effort of the Kenyan Government in improving education outcomes in the secondary schools in marginalized, ASAL and remote areas through affirmative action and increase in funding for the school in such areas, there still exists poor academic performance in national examinations with only 2.6% boys and 1.1% of girls attaining the grade necessary to secure funding and admission to institutions of higher learning (Nicolai and Prizzon, 2014). In Mandera County, the mean score of the county over the last ten years has been poor and below 4.00 (D) at K.C.S.E. This means that majority of students in this county do not attain the minimum university admission qualification which is C+ and above. This dismal academic performance has been a matter of concern among parents and other educational stakeholders. Many factors such as inadequate school facilities, marginalization, cultural factors and inadequate teachers among others have been cited as the possible causes of poor academic performance in the county. However, the effect of inter-clan conflicts on schools and student's academic performance in Mandera County is hardly mentioned. Therefore, it is against the above background that this study was designed to investigate the effects of inter-clan conflicts on schools and student's academic performance in secondary schools in Mandera County.

1.3 Purpose of the Study

The purpose of this study was to investigate the effects of inter-clan conflicts on schools and students' academic performance in secondary schools in Mandera County.

1.4 Research Objectives

The study was guided by the following objectives.

- i. To establish the effects of inter-clan conflict on school attendance and students' academic performance in secondary schools in Mandera County.
- ii. To determine the effects of inter-clan conflict on school infrastructure/resources and students' academic performance in secondary schools in Mandera County.
- iii. To establish the effects of inter-clan-conflict on school learning environment and students' academic performance in secondary school in Mandera Country.
- iv. To determine the effects of inter-clan conflict on psycho-social wellbeing of teachers/learners and students' academic performance in secondary schools in Mandera County.

1.5 Research Questions

- i. How does inter-clan conflict influence school attendance and students' academic performance in secondary school in Mandera County?
- ii. What are the effects of inter-clan conflict on school infrastructure/resources and students' academic performance in secondary school in Mandera County?
- iii. What are the effects of inter-clan conflicts on school learning environment and students' academic performance in secondary schools in Mandera County?
- iv. How does inter-clan conflict affect the psycho-social wellbeing of teachers/learners and students' academic performance in secondary schools in Mandera County?

1.6 Significances of the Study

The study is of significance to the parents, teachers and educational researchers because the findings of the study is hoped to contribute to the general understanding on the effects of inter-clan conflicts on schools and students' academic performance in Mandera County. The Ministry of Education and policy makers in education sector may also use the findings of this study to address the problem of poor academic performance in Mandera County. Curriculum development centers such as the Kenya Institute of Curriculum Development (KICD) may also benefit from the study in that they can prepare teaching and learning materials that may educate the community on the importance of peaceful-coexistence. The findings of the study may add to the scanty and little information that is available on the effects of inter-clan conflicts on schools and student's academic performance in Mandera. The information from the study may help to identify and initiate peace campaign by the education stakeholders and the general public to address the problem of inter-clan conflicts. The study may also form a basis for future researchers on effects of inter-clan conflicts on any education, learning or curriculum issues in Mandera County or any other conflict affected areas in Kenya or any part of the world.

1.7 Assumptions of the Study

The study was based on the following assumptions:

- i) That many secondary schools have experienced the effects of inter-clan conflicts and thus the respondents were aware of how inter-clan conflicts affect the students' academic performance in the end of term examination and K.C.S.E

- ii) That the samples selected from teacher and learners were true representation of the entire population under the study.
- iii) That the selected respondents were free, honest, knowledgeable and truthful in providing the required information.
- iv) That the occurrence of inter-clan conflict has had negative effects on schools and students' academic performance in the end of term examination and K.C.S.E.

1.8 Limitation of the Study

The study was limited by the following factors

- i) Geographical factor in the county as schools are far apart and the roads were in poor state. However, the researcher hired motorbike to reach the school far flung areas of the county.
- ii) Lack of proper and adequate records kept in the schools on the students' academic performance. The researcher sought the intervention of the county education offices and was helped.
- iii) The return rate for the questionnaire was not 100% thus reduced the generalizability of the study results. The researcher used document analysis and checklist to support the accuracy of the information.
- iv) Attitudes of the respondents were difficult to control as they might give socially biased answers to please the researcher. However, the limitation was addressed by requesting the respondents to be truthful and honest as they responded to the instruments.

1.9 Delimitation of the Study

The study confined itself to finding out the effects of inter-clan conflict on schools and students' academic performances thus leaving out other factors that may affect schools and impede effective students' academic performance. The study was conducted in Mandera County and thus the findings of the study cannot not be applied to other counties in Kenya with similar problem of inter-clan conflict. The study was only limited to finding the effects of inter-clan conflicts on schools and students' academic performance in public secondary school thus not looking at private school or at primary level in Mandera County. The study was limited by targeting learners in form three and four classes and their class teachers leaving out other learners and teachers in the schools.

1.10 Theoretical Framework

The study was guided by social conflict theory. The theory was put forward by Karl Max who asserts that society is in a state of perpetual conflict because of competition for limited resources. It holds that social order is maintained by domination and power, rather than consensus and conformity. According to social conflict theory, those with wealth and power try to hold on to it by any means possible, mainly by subduing the poor and powerless.

The social conflict theory has been used to explain a wide range of social phenomena, including wars and revolutions, wealth and poverty, discrimination and domestic violence. In any given society, there are clusters and groups of people which are to be governed in order for the smooth running of the day to day activities. The presence of rules and regulation in the society ensures that groups are

controlled. Orodho (2016) states that without norms, people tend to go off their direction either by mistake or intentional. He further argues that society is made up of individuals competing for limited resources and thus changes come through conflicts between competing interests not consensus or adaptation. Conflict may occur due to population growth, immigration or decline in economic performance of resource depletion of diminished quantities of resource or an equal distribution of resource (Abass, 2014.).

The theory was appropriate to the study because studies by Hussein (2012), Hassan (2014) and Warfa (2018) have shown that the inter-clan conflicts in Mandera is as result of scarce resource i.e. pasture and water which has a spillover effect to many activities including learning in schools in the area. Scarcity of resources creates competition which means that stronger clans will grab more resources while the weak clans struggle by all means to own the resources including violent inter-clan fighting as seen in Mandera County between different clans with adverse effects on learning, such as, indefinite closure of schools as the major threat to learning process. Indefinite closure of school means that learners can no longer learn and by the time calm returns, they have lost valuable amount of time to cover syllabus content. Thus, validating the poor performance in national examination by learners in conflict affected areas of Kenya.

1.11 Conceptual Framework

Independent Variable

Dependent Variables

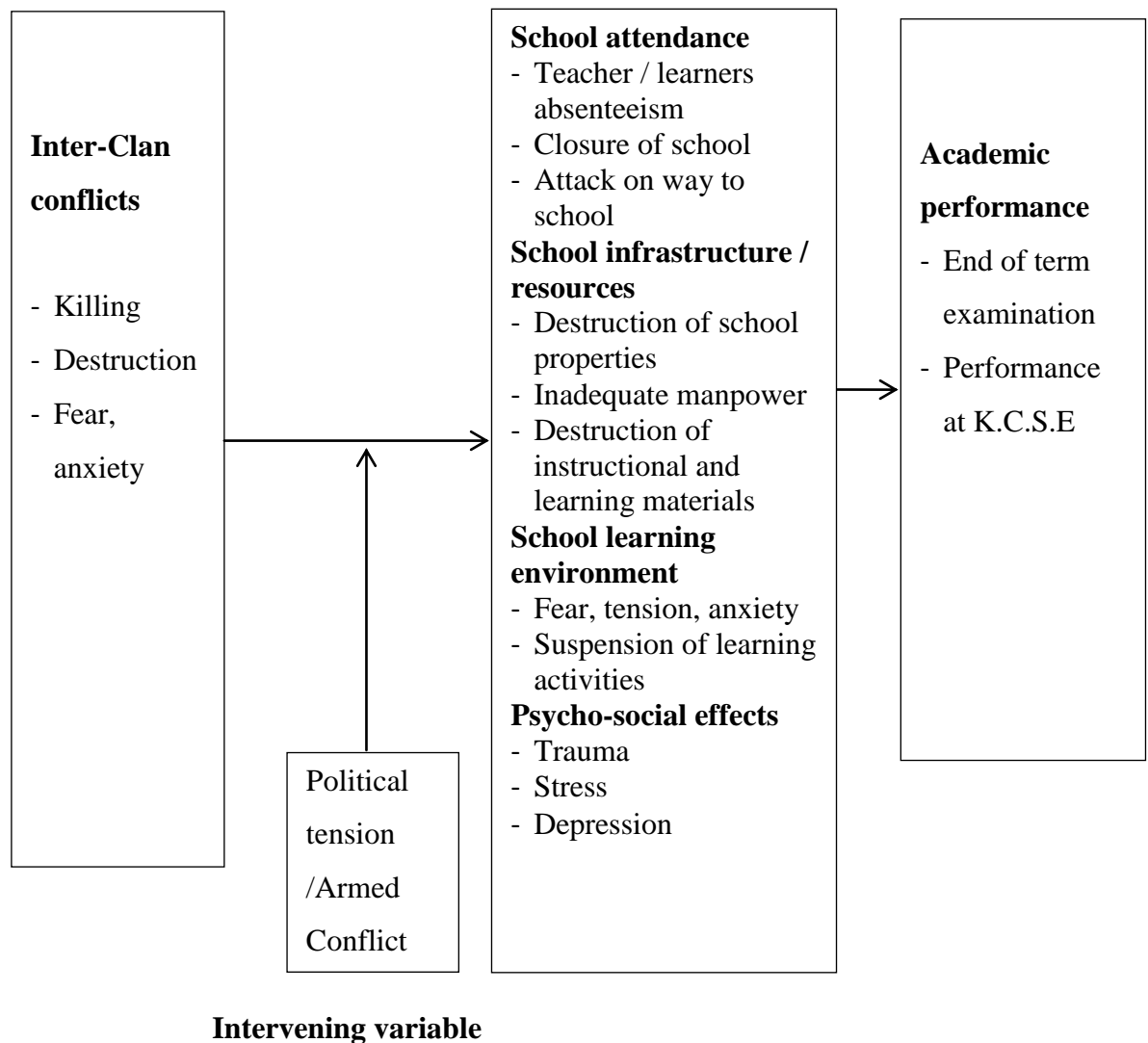


Figure 1.1: Effects of inter- clan conflict on schools and students’ academic performance in secondary in Mandera county

The framework in the figure 1.1 shows how inter-clan conflict has effects on school attendance through absenteeism of both teachers and learners, disruption of learning activities and programs as schools are closed down during the period while the school infrastructure are destroyed and the environment is not safe for teaching and learning. On the other hand, as a result of inter-clan conflicts, learners cannot attend

school because of fear of attack and participate in the learning process effectively hence performing poorly in the examination. Other types of conflict present in county as such as political tension among clans fighting, over elective seats occasioned during elections and armed conflict as a result of terrorist activities also affects schools thus interfering with the academic performance of learners.

1.12 Operational Definition of Terms

- Clan:** a group of people having some blood link or kinship or descendent from a particular ancestor
- Conflict:** the act of taking an arm against another.
- Inter-clan conflict:** a state of disagreement, fight or lack of understanding between clans
- School attendance:** a measure of the number of both learners and teachers who come to school on daily basis during the official school days.
- School infrastructure:** resources and facilities available in school to support teaching and learning.
- School learning environment:** the diverse physical location, context, existing conditions in schools under which a student learn.
- Psycho-social effects:** the damage of conflicts on the state of the mind and well-being of learners and teachers.
- Academic performance:** achievement of learners in a given assessment at the end of the learning process.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The chapter reviewed literature on inter- clan conflicts, schools and students' academic performance under the following sections. Section one looked at the concept of conflict/inter-clan conflict, section two dealt with inter-clan conflict ,school attendance and students' academic performance, section three dealt with the effects of inter-clan conflicts on school infrastructure and resources, section four dealt with the effects of inter-clan conflicts on school environment and finally section five assessed the psycho-social effects of inter-conflicts on learners and teachers The chapter ended with a review of the research gaps and summary of the literature reviewed.

2.1 The Concept of Conflict/Inter-Clan Conflict

According to Currie (2011), there is no agreement between scholar on what constitutes a conflict but describes it as a clash between two interested parties arguing that conflicts exist in all process from the beginning to the end. This definition implies that conflict is a situation where one party prevents another from achieving a desired goal or development. A conflict can be defined as a social state in which two or more parties attempt to obtain the same scare resource at the same time. (Wallenstein, 2007). Inter-clan conflict is any conflict that occurs among clans or between members of different clans (Busalire,2019). Abdikadir (2015) defines inter-clan conflicts as wrangles between two or more clans and that can affect societal activities including the normal running of the schools. Inter-clan conflict is the existence of resentment between two or more ethnic groups due to

shared ideas or interest leading to a clash (Muktar, 2017). From the above views, conflicts can be defined as a situation where generally there is state of lawlessness, killing of people, abuse and violation of human rights including provision of education.

2.2 School Attendance

In the Dakar conference of 2000, governments and education agencies identified conflict as a major barrier towards getting all children into school. They recognized that children in conflict-affected countries are robbed of education not only because schools may be closed and teachers absent, but also decreased access to school, preventing the opening of schools, threatening children's security while travelling to school and attending class, and increasing teacher absenteeism. Although conflicts vary in their nature, they intensify learner's school drop-outs and repetition, lead to drastic decrease in attendance rates and results in poor learning outcomes (Muktar, 2017). Shemyakina (2011) argues that because of conflicts, parents may be discouraged to sending learners to school and this could contribute to their non-attendance of school. For a child who does not attend school, conflict could have a negative effect on their educational attainment.

A study jointly conducted by UNESCO'S Global Education Monitoring Report and the UNHCR and presented at the World Humanitarian Summit (May 23-24,2016), found out that learners affected by conflict are five times more likely to be out of school than others. The report revealed how learners in conflicts areas were missing significant valuable amount of time staying out of class amounting to months and years thereby hindering learning process. The study is not specific to a given region

and therefore which may not be reflective of the scenario in Mandera County, further prompting the present study.

Swee (2009) provides evidence on the effects of the civil war in Bosnia (1992-1995) on schooling attendance and academic achievement during the conflict period and found out that war intensity significantly resulted in poor academic performance and increased non-attendance of schools during the period. He argued that majority of learners and teachers stayed out of school for a period of three academic years and while those in areas with relative calm in the country had reported delayed transition to the next level of education because of the general instability in the country. Swee puts forth that as result of the conflicts, there was poor school attendance since learners were displaced together with their parents and could no longer attend school and concluded that their academic achievement was also affected. The study was however conducted in Bosnia and was on Civil war hence may not be applicable in the present study.

According to UNICEF (2014), in the Eastern and South African region affected by conflicts, approximately 19 million primary-age children and 7 million lower secondary-age children have not been attending school. This represents roughly one child out of every five with even many children currently attending school in conflict areas being at risk of being excluded because their education systems are inefficient, poor quality, poor academic performance with high dropout and repetition rates. The study was however conducted in Eastern and South African region affected by conflicts which is a large region and hence may not be as specific as the current study in terms of the given conflict and region respectively.

Insecurity and conflict are important reasons for non-attendance of school. According to UNICEF (2014), in the north and northeast of Uganda, conflict has led to the abduction, killing and sexual abuse of learners on the way to school thus decreasing their school attendance. In Ethiopia, regions experiencing conflicts, according to the same report by UNICEF (2014), school children in Afar region for example, are approximately 14 times more likely to be out of school than their counterparts in Tigray region which is not experiencing conflict. In Mozambique, children in Tete province experiencing conflicts, are nearly eight times more likely to be out of school than those in Maputo Citadel. The above data has clearly shown learners school non-attendance in conflict area. Since learning is bound by specific contact hours, the net effects of not attending school is poor academic performance. However, the studies were conducted in Uganda, Ethiopia and Mozambique and thus not a reflective of the situation in Kenya.

Similarly, a study by Akresh and De Walque (2008) examined the impact of Rwanda's 1994 genocide on school children missing out of school due to conflicts. They found out that school age children exposed to the genocide experienced a drop in educational achievement of almost half a year of completed schooling, and were 15% less likely to complete 3rd or 4th grade. The most likely mechanism linking the genocide to educational attainment is through lack of progression to higher secondary schooling grades. Their study points out to the impact of conflicts on school attendance and education achievement which is majorly determined by academic performance in schools. However, the study was conducted in Rwanda and thus cannot be used to describe the situation in Kenya.

Siele K. (2014) established that in Baringo County as a result of inter-clan conflicts emanating from cattle rustling, learners performed poorly in their examinations because rustling contributes to high pupils' absenteeism from school, teachers' absenteeism for fear of being killed, lack of concentration of pupils when in class as they fear to be killed, loss of property and lives, hence affecting pupils' performance in examinations. The study points to the fact that when there are inter-clan conflicts, there is high absenteeism of both teachers and learners contributing to poor academic performance. The study was however conducted in Baringo County which is different from Mandera County and hence may not be applicable in the present study.

Learners' absenteeism from class is high in Mandera County according to a research carried out by the KNEC dubbed "Quality of Education-Status of Learning Outcomes in Schools" conducted between 2013-2017 where Mandera County leads by 93% of learners absent from class in Lower Primary. Learners' absenteeism from class leads to poor performance in the national examination. The Ministry of Education report of (2018) concurred with the finding of the KNEC and found out that out of 850,000 children out of school in Kenya, the Mandera county leads with 127,000 children out of school representing 15% of the overall figure nationally citing constant inter-clan fighting as a factor of the child absenteeism from school. The county experienced mass transfer of teachers as result of the constant terror attacks, increasing teacher-learner ratio to 1:106, forcing learners to drop some subjects and thus called for authorities to recruit untrained and unqualified teachers. Although, the county government of Mandera recruited untrained teachers to replace those who left, according to Winthrop and Kirk (2008), the absence of qualified

teachers may lead to difficulties and challenges in correctly implementing the curriculum and solving the issues and problems that conflicts can bring into the classroom. Under-qualified and un-trained teachers will provide low-quality educational outcomes as studies by Hunt (2008) and Lewin (2011) have indicated a link between these factors and low academic performance in schools.

Basing on the above literature, there was need for scholars to investigate further on how attendance of school during inter-clan conflicts in Mandera County affects academic performance.

2.3 School Infrastructure/Resources.

The declaration by nations in Oslo, May 2015, on safe school declaration has attracted more than 80 countries as of July 2018. Ironically, the United Nations (2018) has observed that many countries which signed the commitment, majority in Sub-Saharan African countries have schools used as barracks, weapon storage facilities, command centers, detention centers, and interrogation facilities. When conflict and clashes occur, school properties such as classroom and dormitories are used by the displaced people seeking refuge in schools thus repurposing their usage.

In its report of 2018, Education under attack, The United Nations reported that more than 1,000 incidents of direct and collateral attacks on schools with countries such as Democratic Republic of Congo, Israel/Palestine, Nigeria, and Yemen experiencing the worst attack on school facilities. In countries such as Democratic Republic of Congo between 2016 and 2017, 640 cases of attack on schools were reported in Kasai region and in Tanzania 100 cases of attack on schools were reported in North

and South Kivu of the country. The report showed how schools have been converted into places of residence or centers of refuge and military barracks thus disrupting the learning process. According to the report in the Central African Republic armed groups and armed forces were responsible for using schools including at least 46 schools for military purposes in 2014. Many of these schools were also looted, hit by bullets, or set on fire.

The UNESCO report of 2013 found out that as a result of conflicts, 56% of Bosnia and Herzegovina's schools required repair or reconstruction while 60% of primary schools in Mozambique were destroyed or closed. According to UNICEF (2018), ongoing conflict, displacement and fear of attacks on schools is putting the education of more than 3.5 million children at risk in the Lake Chad Basin, with almost 1,000 schools closed or non-functional due to violence or unrest in Chad, Cameroon and Niger. In Burundi the inter-ethnic fight between Hutsi and Tutsi over the period of 1992-2005 has seen at least 391 primary schools destroyed as a result of the conflict a figure more than 25% of the total number of primary school in Burundi as of 2005(Dunlop,2015). However, the above studies were conducted in countries different from Kenya and therefore the findings may not be replicated in the present study.

A report by Human Rights Watch (2012) explains attacks on education facilities and schools as including the full range of violations that place children at risk and deny them access to education. This encompasses attacks on school infrastructure and on teachers and students; the occupation of schools by the armed gangs, police and

military; harassment, threats and even killing of teachers, parents, and students; and the recruitment of children from schools to join armed groups.

According to UNESCO (2010), as a result of the 2008 conflict in the Philippines, majority of the displaced persons sought refuge or were housed in classrooms and school dormitories that were to be used by learners, thus hampering learning process. Similarly, in Iraq Save the Children (2010) reported that hundreds and thousands of displaced children and their families were seeking refuge in schools as a result of conflicts. In North and North Eastern Uganda, due to conflicts between the government and the lord resistance army, approximately 1.6 million Ugandans had been displaced and were taking refugee classrooms (de Kemp and Eilor 2008). However, the study was on civil conflict and not inter-clan conflict and hence findings may not be replicated in the present study.

Shemyakina (2006) also noted that the quality of education also suffers due to shortages in basic necessities, such as food and water and school materials, especially in areas bordering the conflict that may experience an influx of refugee or internally-displaced students. As is often the case, the academic year may be interrupted or shortened due to conflict thus leading to poor academic performance.

A study by Ngundo et.al., (2012) on the effects of armed ethnic conflict on education in Nakuru County indicated that as result of the conflict, schools were burnt down together with their infrastructure looted while other schools became camps for the internally displaced persons (IDPs) rendering delivery of education services to the schools impossible. They further noted that schools were understaffed as most of the teachers had left due to the fighting and indicated that the learners'

academic performance for that year had declined. The study was however conducted in Nakuru County and was on armed conflict while the present study was conducted in Mandera County and was inter-clan conflict.

Abass study (2014) concurred with the findings of Orodho and Adan (2016) in which they established that as a result of perennial inter-clan fighting in Mandera County, several schools were looted and destroyed while others were used by militia from the clan as their base. Abass reported that in schools in remote areas of Ashabito and Malkamari, learning could not take place for fear of attack. He used interviews among parents who indicated that for fear of attack, they could not send their children to school. He further noted that in Mandera North, over 13 schools were disrupted and more than 50 households whose houses were destroyed camped in different schools making learning in these schools impossible. His study only looked at the effects of the inter-clan conflicts in primary schools. The effects could be greater in secondary school thus this study sought to fill this gap and looked at secondary school level.

2.4 School Learning Environment

Psychologists postulate that learning is effective when it is taking place in a threat free environment. Individual academic achievement can be influenced by several factors such as school characteristics as well as the prevailing conditions around the schools (Glewwe and Kremer, 2006). Children's well-being and development depend very much on the security of the environment they live in. Conflicts destroy homes, splinters communities and breaks down trust among people undermining the very foundation of children's lives (Save the Children, 2015).

According to a study by UNICEF (2014) on Education and Resilience in Kenya's Arid and Semi-Arid Lands inhabited majorly by the nomads, only around 5% of children who enroll in primary school proceed to high school and pass their K.C.S.E examination. The study highlighted constant inter-clan fighting among pastoralist over natural resources for their animals in the above area as among other factors for the poor academic performance. The study depicted the unsafe environment of schools in the above areas as unreached and without proper security. However, the study was generally on more than 20 counties in Kenya classified as ASAL and was not specific to Mandera county and thus the findings may not be same with the present study.

Salad (2015) established that owing to conflicts in Wajir County, residents of Wajir west and Eldas camped in schools as refuge centers thereby hindering the learning process. Similarly, Abass (2014) reported that due to inter-clan conflicts between Garees and Degodia, learners could not access their school because of attack. He reported that classes ended anytime conflicts started. He interviewed teachers who reported that because of tension and fear especially in rural areas, learners and teachers constantly peeped out of the windows to know what was going on. Abass reported that in day secondary school, the evening classes and preps were called off due to the fear of attack during the nights. However, the studies were conducted at primary level and therefore the present study looked at the secondary level

Motanya (2011) noted that unconducive learning environment in third world countries affected by conflicts has been singled out as one of the main factors that lead to poor academic performance and learning outcomes. He argues that this is due

to enlarged enrolment as a result of influx of internally displaced learners without further extension of school facilities; leading to overstraining of learning resources which in turn affects the effectiveness of the teaching and learning process occasioning in poor performance of learners.

Conflict affects effective learning process through interruption to the learning environment. In her study of impacts of cattle rustling on curriculum implementation in Elgeyo Markwet District, Katam (2004) noted that school are part of the community and that anything that happens in the society will affect the school environment. She argues that the surrounding environment dictates the progress made in education resonating with Chaudhary (2015) arguments that a threat to teaching-learning environment impedes the learning process. This means that school environment should be conducive and free of threats in order for learning to take place. Katam also found out that curriculum implementation would be effective if there exists good relationship between communities and because of rampant cattle rustling, school facilities have been used as places of residence when clashes happen amongst communities thus hampering learning. However the studies by Katam(2004) was on cattle rustling and was conducted in Elgeyo Markwet county while the present study was on inter-clan conflict and conducted in Mandera County. Conflict according to UNICEF (2010) increases the risks of sexual and gender-based violence on girls within school environments such as rape, committed by armed men. In many countries affected by armed conflicts according to Save the Children (2015), this risk becomes an obstacle to female participation in education. While the absence of female teachers can be another barrier to girls' attendance in schools. Further, girls and female teachers are exposed to sexual assault as a result of armed

conflicts, including those who become pregnant out of rape, are often prevented from attending school because of stigma (UNICEF, 2010). This hinders girl child effective participation in the learning process.

Basing on the above literature, there was no evidence of study conducted in Mandera County to establish the effects of inter-clan conflict on school learning environment yet as documented in the background, the county has been experiencing conflict and schools have been affected.

2.5 Psycho-Social Effects of Conflicts

Conflict affects the lives of children such that, even if they are not killed, they are abducted, raped, or left with emotional scars and psychological trauma from direct exposure to violence or loss of loved ones (Nathan, 2010). According to UNICEF (2007), 80% of the wars fought in Africa and Asia have left more than 27 million children and youth without access to formal education. A study by World Bank (2016), on breaking the conflict trap says that, conflict constitutes a major obstacle to the achievement of SDG Goal 4 of ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all as learners in conflict areas are bereft of basic reading, writing and math skills thus poor learning achievement.

According to Save the children (2015), when children have been exposed to “events beyond the normal boundaries of human experience,” that is, traumatic or psychologically wounding events, all kinds of stress reactions will be apparent, a normal reaction to abnormally distressing events. Some children may withdraw from contact, stop playing and laughing, or become obsessed with stereotyped war games,

while others will dwell on feelings of guilt, or fantasies of revenge and continual preoccupation with their role in past events. In a few cases, depression sets in and may even lead to suicide (Save the children, 2015). The above effects of conflicts on learners' state of the mind can alter their learning abilities hence affecting their academic performance.

Smith & Vaux (2003) posit that children affected by conflict have special needs since as they live in a climate of fear and instability not conducive to learning. This is because of the direct experience of persecution or massacre of their family or community members. Thus physically and psychologically damaged. They further argued that children affected by conflicts have their attention span reduced, they become emotionally demanding, they have difficulties concentrating in class, learning concepts, overanxious, irritable and fearful in schools. Bishnu, (2005) agree that children who have been affected by conflict are deeply traumatized and develop a strong sense of revenge hence showing signs of troubled behaviour. Thus, the psychological effects of conflicts on learners might have a bearing on their academic performance.

A study by Nasongo et.al., (2011) on the effect of inter-tribal post-election violence conflict trauma on academic performance among secondary school students in Mt. Elgon District, Kenya, showed that majority of learners and teachers exhibited trauma, stress and were emotionally affected. They found out that 83% of the sampled schools registered a negative performance index in the Kenya Certificate of Secondary Examination (KCSE) for the year 2008. In addition, 98% of the respondents recorded a negative performance index in their internal examination

results. However the study was conducted in Mt. Elgon District and therefore cannot reflect inter-clan conflicts in Mandera County hence the present study,

A study by Jamila and Stevens (2009), found out that children exposed to traumatic events suffer from academic struggles and adjustment but suggested that when provided with treatment, display improvement in academic performance. The research study conducted on elementary school children suggested that academic problems for learners in areas affected by conflicts may be related to exposure to traumatic events. Their study concurred with the findings of Ngundo et.al., (2012) in which they established that due to armed ethnic conflict in Nakuru County, children also suffered emotional and psychological trauma and were unable to cope with the demands of schooling and was a factor for poor academic performance in K.C.P.E that year in Nakuru County. However the studies were conducted in elementary and primary schools respectively and thus may not reflect the situation at Secondary schools and again in two different counties.

According to a survey carried out by UNICEF in 2008, as a result of the prolonged inter-ethnic conflicts in Burundi, 93% of children interviewed showed signs of troubled behaviour with many manifesting clinical symptoms of trauma as result of losing one parent or both in the conflicts. Consequently, the learning process would not be effective as learners are affected psychologically and they leave in a threat environment thus not concentrating in class. The study was however conducted in Burundi and hence may not be applicable in the present study in Kenya.

Wangu Mwangi (2014) established that as a result of cattle rustling in Bartawa Division of Baringo County, learners dropped out of school while others become

orphans thus becoming psychologically affected. Wangu reported that learners who were psychologically affected as a result of parent loss in Baringo County performed poorly in that year's K.C.P.E concurring with Abass (2014) findings of poor K.C.P.E performance by learners in Rhamu affected by the loss of their parents resulting from inter-clan fighting between Garre and Degodia Clan. However the study was however conducted in Baringo County which is different from Mandera County and hence may not be applicable in the present study.

2.6 Summary of the Literature Review

Inter-clan conflicts have adverse effects on schools and students' academic performance through school attendance where learners and teachers abscond class because of fear of attack. Schools contact hours of teaching is affected through indefinite closure of school, learners are affected psychologically, school infrastructure are destroyed and looted while interfering with the teaching and learning environment. Literature was reviewed based on the objectives of the study. The literature ranged from reports from international and local organizations, government agencies, journals and research findings from postgraduate students. Literature reviewed only outlined effects of war or conflicts emanating from politics to ethnic aspects and on education in general. Majority of the studies reviewed were never carried out in Mandera County while other such as that of Adan and Orodho (2016), Abass (2014) and Abdikadir (2015) addressed the impact of inter-clan conflict on school outcomes, conflicts on education provision and armed conflict on academic performance respectively. No study has been done so far in Mandera on how inter-clan conflicts affects school attendance, psycho-social wellbeing of teachers and learners, school infrastructure and learning environment in relation to

students' academic performance. A gap therefore exists on the need to find out and establish the effects of inter-clan on the above school related factors i.e. attendance, infrastructure, learning environment, psycho-social wellbeing and students' academic performance in Mandera County.

CHAPTER THREE

RESEARERCH METHODOLOGY

3.0 Introduction

This chapter focuses on the research design, explains the variables and choice of the study locale, identifies and explains the target population, states and explains the sampling size and technique, research instruments, reliability and validity, data collection techniques, analysis and finally the ethical consideration required in collecting and analyzing the data.

3.1 Research Design

The study adopted descriptive survey research design. The design was ideal for the study because it captures people's behaviours, feelings and opinions about educational issues (Kombo and Tromp 2006.) Mugenda and Mugenda (2003) posit that the purpose of descriptive survey research design is to determine a research problem by establishing the current status of the population and report the way things are.

3.1.1 Variables

The variable of this study were inter-clan clan conflict as the independent variable while the dependent variables were schools and student's academic performance. The indicators for the independent variable include; killing, threat, fear, trauma, and displacement. The indicators for the dependent variables include; school attendance, school infrastructures/resources, school learning environment and students' academic performance at end of term examination and K.C.S.E Exams.

3.2 Location of the Study

The study was conducted in Mandera County. Mandera is one of the counties in North Eastern Kenya classified as arid and semi-arid area with an erratic mean annual rainfall of 255mm, mean temperatures of 28`c and a population of 867,457 and an area of 25,939.8 km² (KNBS Population census, 2019). Mandera County borders Ethiopia to the North, Somalia to the East and Wajir County to the south. The County has six sub-counties and twenty divisions. Purposive sampling was used to select three sub-counties of Mandera North, Mandera West and Banissa of Mandera County where inter-clan conflict is prevalent among the Degodia and Garre clan exacerbated by dwindling pasture and water resources (KIRA, 2013). The major clans in Mandera County have engaged in on and off conflicts since independence and this has led to loss of lives, destruction of property and closure of schools (Interpeace, 2016). This prompted the researcher to find out how the clan fighting affects schools and students' academic performance since school in Mandera County have posted poor academic results in the national examination of K.C.P.E and K.C.S.E for the last ten years (Mandera County Director of Education, 2019).

3.3 Target Population

According to Mugenda and Mugenda (2003) population refers to as an entire group of individuals, objects or events exhibiting the same characteristic. The study was conducted in Mandera County. The target population for the study comprised 54 principals, 240 class teachers and 2,508 learners in Form Three and Four classes. (CDE's Office, Mandera County, 2019)

3.3.1 Sampling Technique

The study used purposive sampling technique to select school principals and class teachers. Stratified sampling was used among learners according their class while simple random sampling was used to select the school in sub-counties where the study was conducted. From the target population, 12 Principals, one from each of the 12 selected schools and 48 class teachers of form three and four, 4 from each of the selected schools were purposively selected to participate in the study while 240 learners in form three and four, 10 from each class and 20 from each school were randomly selected with the help of the class teachers and given the questionnaires to fill.

3.3.2 Sample Size

According to Mugenda & Mugenda (2003) a sample size of at least 20% for a large population exceeding 1000 respondents and 30% of a small population less than 1000 respondents is a good representation of the population. They further noted that due constraints and limitations, a researcher may not be able to reach the whole population thus selecting samples to represent the population. Table 3.1 shows a percentage representation of the respondents against the target population and the sample size of each category of respondents.

Table 3.1: Sample Matrix

Respondent	Target population	Sample size	% of the Sample
Principals	54	12	22%
Class Teachers	240	48	20%
Learners	2,508	240	10%
Total	2,802	300	11%

Source, (County Director of Education Office, Mandera County, 2019)

3.4 Research Instrument

In order to address the research objectives and research questions, data was collected by the use of questionnaires, interview schedules, document analysis and an observation checklist.

3.4.1 Questionnaires for Class Teachers and Learners

O’Leary (2014) recommends the use of questionnaire because it can be used to reach a large number of respondents, allow for comparisons and can generate standardized, quantifiable, empirical data. Questionnaires were administered among learners in form three and four and their class teachers in order to elicit for information on the effects of inter-clan clan conflicts on schools and students’ academic performance.

3.4.2 Interviews for Principals

Data from the principals was collected using interview schedules. The interview schedules provided in-depth data which was not possible to get by using a questionnaire. Creswell (2012) recommends the use of interviews since it allows for flexibility of the respondent and can be used to collect qualitative data.

3.4.3 Observation Checklist

According to Orodho (2003), observation checklist helps to check the relevance of the instruments used in data collection. An observational checklist was used by the researcher to collect data on the effects of inter-clan conflicts on school infrastructure and resources, learning environment as well as school attendance.

3.4.4 Documents Analysis Guide

According to Oso & Onen (2011), document analysis refers to critical scrutiny of private or public recorded information associated to the subject under research. The researcher examined class registers and end of term examination records as well as analysis of K.C.S.E performance so as to understand the effects of inter-clan conflicts on learners' school attendance and their academic performance respectively. This helped the researcher obtain unobtrusive information on school attendance and academic performance during inter-clan conflicts periods in Mandera County.

3.5 Piloting of the Study

Piloting of the study was done using test-retest method after the preparation of the research instruments and before collecting the actual data. Two schools in Mandera South sub-county were selected for the piloting of the study through stratified random sampling procedure. The two selected included one boys' school in Elwak town and one mixed day school in Wargadud town. A total of 2 head Principals, 5 class teachers and 10 students was selected for the piloting. Pre- testing of the instrument was done to help the researcher detect, reassemble and eliminate any vague items. The instruments were pre-tested in two secondary schools in Mandera South Sub-County. Piloting was done with the intention of detecting any sort of discrepancies in the questionnaire thus suiting the needs of the respondents. Vague and any unclear questions that arose during the pre-testing were sorted out by reframing the questions.

3.5.1 Validity of the Research Instruments

According to Mugenda & Mugenda (2003), validity refers to the accuracy and meaningfulness of inferences based on research results. The researcher conducted a pre-test of the instruments. Based on the analysis of the pretest, the researcher was able to make corrections, adjustments and additions to the research instruments. The instrument and the tools for collecting data were evaluated by checking the content validity in terms of the language, vocabulary and sentence structure and if questions asked were appropriate to the respondents. Lecturers and supervisors in the department provided expert judgment on whether the instruments adequately address the objectives of the study.

3.5.2 Reliability

Mugenda and Mugenda (2003) define reliability as a measure of the degree to which a research instrument yields consistent results. In this study, test-retest method was used to test reliability of the instruments. This involved administering the same instrument twice to the same group of subject with a time lapse between the first and second test. A 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 0.84 and it indicates 90% confidence level which considered the questionnaires reliable (Mugenda and Mugenda, 2003). The reliability of the observation checklist was determined by the use of rater inter-rater. Scores of the first rater was correlated with scores of the second rater. The correlation coefficient was at 0.6 which indicated a positive correlation. The reliability of interview schedule was determined by conducting a pilot study in selected schools where the score was correlated.

3.6 Data Collection Technique

Data collection started with obtaining an introduction letter from Kenyatta University Graduate School and a research license from The National Council of Science and Technology (NACOSTI). Permission was obtained from the County Commissioner and County Director of education offices in Mandera. This was followed by a pre-visit to all sampled schools to book appointments on when the questionnaires and interviews were to be administered. The researcher filled the observation checklist, analyzed the class registers and examination results in the schools with the help of the class teachers.

3.7 Data Analysis

Data analysis started with identifying, editing and correcting errors such as spelling mistakes or questions un-answered by the respondents or any other mistake made. The study generated both qualitative and quantitative data. Quantitative data on the effects of inter-clan conflicts on school and students' academic performance were arranged and recorded to particular research questions after which tables, graphs, frequencies and percentages were used to analyze and present it. Qualitative data was analyzed thematically by coding and classifying information into major themes then presented in tables and narration form. Data was analyzed using descriptive statistics with the help of statistical package for social science (SPSS) where frequencies and percentages were processed and used to discuss the findings. Tables, frequencies and bar graph were used to present the data while descriptive statistics such as percentages and frequencies were used to answer research questions.

3.8 Logistical and Ethical Considerations

The researcher obtained an introductory letter from Kenyatta University Graduate School and a research permit from the National Council of Science and Technology ((NACOSTI). After acquiring the permit, the researcher further got permission from Mandera County Commissioner and Director of Education Officer to conduct research in the selected schools. Further, the researcher got permission from the principals of the selected schools to conduct the study. Confidentiality of information was assured and it made the respondents free to give any information. Privacy of the information given by the respondents was assured. The participants were guaranteed anonymity as they were not asked to indicate their names and their ability to pull out from the study at will was also guaranteed. The researcher did not share the response with anyone except to the academic supervisors and only for professional guidance. During the analysis, the data was assigned security codes while after the analysis, it was properly disposed.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.0 Introduction

The chapter presents data analysis, interpretation and discussion on the effects of inter-clan conflicts on schools and students' academic performance in secondary schools in Mandera County, Kenya. The data is presented according to the following objectives:

- To investigate the effects of inter-clan conflicts on school attendance and students' academic performance.
- To determine the effects of inter-clan conflict on school infrastructure/resources and students' academic performance.
- To establish the effects of inter-clan-conflict on school learning environment and students' academic performance.
- To determine the effects of inter-clan conflict on psycho-social wellbeing of learners /teachers and students' academic performance in secondary school in Mandera County.

4.1.1 Response rate

The questionnaire return rate is as indicated in Table 4.1.

Table 4.1: Questionnaire return rate

Respondents	Sample sizes	Response	Percentage
Class Teachers	48	42	88%
Learners	240	216	90%
Total	288	258	89%

Overall, the questionnaires return rate from the teachers and learners was 89% while all the 12 principals (100%) were interviewed. The questionnaire return rate was deemed adequate for the data analysis because as indicated by Edwards, Roberts, Clarke, DiGuseppi, Pratap, Wentz and Kwan (2002), a questionnaire return rate of 80% percent and above is absolutely satisfactory, a return of 80-60% percent rate is quite satisfactory while a return rate below 60% percent is ‘barely acceptable’.

4.1.2 General Respondents Gender

The respondents were asked to state their gender. It was important to determine gender representation in the study. Majority (83%) of principals were male while 17% of principals were female. 72% of the class teachers were male while (28%) were female. 56% of learners were male while 47% were female. The finding shows that most of the respondents 161 (59%) were male while 109 (41%) were female. This shows that the study had a fair distribution of respondents by gender. The finding of the study is in agreement with Abass (2014) and Abdikadir (2015) in which they established that there is slightly more male gender in school than their female counterpart in Mandera County schools. Table 4.2 shows the general respondents gender.

Table 4.2: General Respondents Gender

Respondents	Male		Female	
	Frequency	%	Frequency	%
Principals	10	83%	2	17%
Class teachers	30	72%	12	28%
Learners	121	56%	95	47%
Totals	161	59%	109	41%

4.1.3 Years of Services

When asked to indicate their years of service in the current schools, principals and class teachers responded as indicated in Table 4.3.

Table 4.3: Distribution of Principals and class teachers by their year of service at their current station

Years of Services	Principals		Class Teachers	
	Frequency	%	Frequency	%
1-2 years	2	17%	14	33%
3-4 years	4	33%	21	50%
5-6years	5	50%	5	12%
Above 7years	1	08%	2	5%
Total	12	100%	42	100%

Table 4.3 shows that 50% of principals have been in their current schools for over 4 years while 50% of class teachers had been teaching for between 3 and 4 years, 33% have been teaching in their current school for 1-2 years, 12% have been teaching for 5-6 years. This shows that majority of the principals and class teachers have been in their respective current schools for quite adequate time and hence had adequate information on the effect of inter-clan conflicts on schools and students' academic performance in secondary schools in Mandera County.

4.1.4 Education Qualification

When asked to indicate their educational level, principals and class teachers responded as shown in Table 4.4

Table 4.4: Distribution of Principals and Class Teachers by Educational level

Educational Level	Principals		Class Teachers	
	Frequency	%	Frequency	%
Untrained	0	0%	10	24%
Diploma	0	0%	6	14%
B.ED	8	67%	24	57%
Masters	4	33%	2	5%
Total	12	100%	42	100%

Table 4.4 shows that 67% of the principal had Bachelor's degree in education and 33% of them had Master's degree while 57% of the class teachers had Bachelor's degree in education. Further, 24% of the class teachers were Board of school management teachers undergoing training in various universities in the country recruited to solve teachers' shortage in the county hence they had inadequate professional qualifications to teach in secondary schools. Studies by Rashid (2016) indicated that inadequate and lack of trained teachers in Mandera county schools especially at secondary level was a factor for poor academic performance. A teacher who is professionally trained is capable of delivering the curriculum content and hence produce good academic outcome.

4.1.5 Teachers County of origin

When asked to indicate their County of origin, principals and class teachers responded as shown in Table 4.5

Table 4.5: Distribution teachers by their County of origin

County of Origin	Principals		Class Teachers	
	Frequency	%	Frequency	%
Mandera county	11	92%	8	19%
Other counties	1	08%	34	81%
Total	12	100%	42	100%

Table 4.5 shows while almost all the school principals in Mandera County (92%) are from the county, majority (81%) of class teachers were from other counties. This shows that majority of the teaching workforce is not from Mandera and therefore at risk of abandoning their work if threatened by inter-clan conflicts as established by Adan and Orodho (2016) who found out that non-local teachers from other counties in Mandera are always threatening to leave citing being constant target, killing of their colleagues and general insecurity.

4.1.6 Demographic data of the learners

Learners' age

When asked to indicate their age, learners responded as illustrated in Table 4.6

Table 4.6: Distribution of learners by age

	14-16 years		16-18years		18-20 years		Above 20years	
	F	%	F	%	F	%	F	%
Form Three	8	4%	68	31%	32	15%	2	1%
Form Four	0	0%	8	4%	87	41%	11	5%
Total	8	4%	76	35%	119	56%	13	6%

Table 4.6 shows that 4% of learners were in the age bracket of 14-16 years, 35% were in the age bracket of 16-18 years, the majority of the learners were in the age

bracket of 18-20 years at 55% while 6% of the learners were in the aged above 20 years. This shows that form three and four learners in the area of study were in the age bracket of between 16 to 19 years since the age bracket has majority of the learners.

4.1.7 Occurrence and effects of inter-clan conflict on schools

The study sought to find out the frequency of occurrence of inter-clan conflict in Mandera County and the findings are presented in the in the Figure 4.1

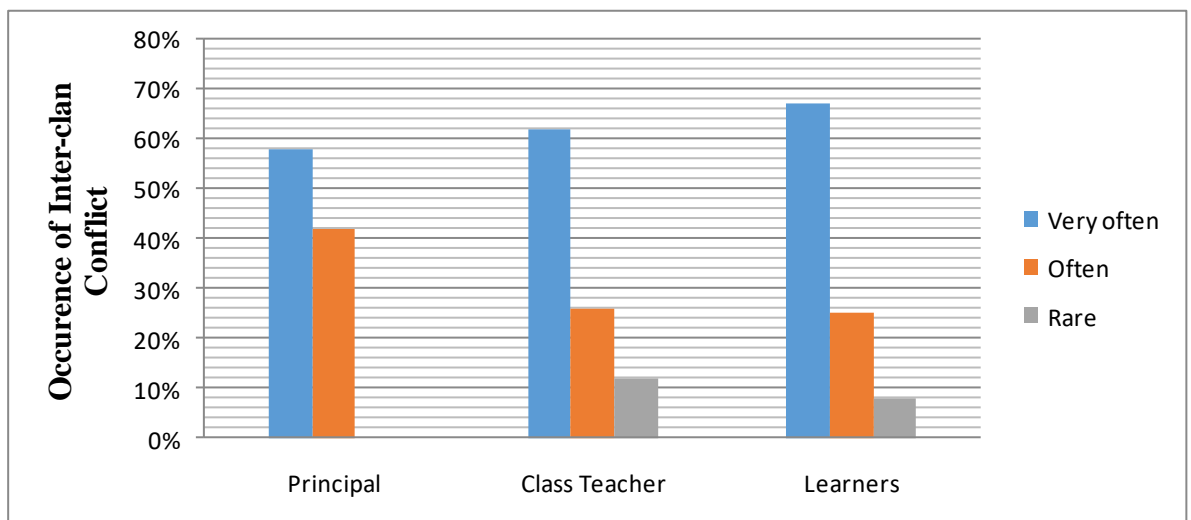


Figure 4.1: Occurrence of Inter-clan conflict in Mandera County

A majority 67% of the learners, 62% of class teachers and 58% of the principals indicated that inter-clan conflicts occur very often meaning that it is a perennial issue in Mandera County. The finding of the study is in agreement with Interpeace (2016) which established that inter-clan conflict is a perennial issue in Mandera County and occurs frequently while KIRA (2013) also indicated for the period between 1985-2013, Mandera District as it was known then experienced inter-clan conflicts annually between different clans.

Further, the study sought to establish if schools were affected during inter-clan conflict and the findings are presented in the in the Figure 4.2

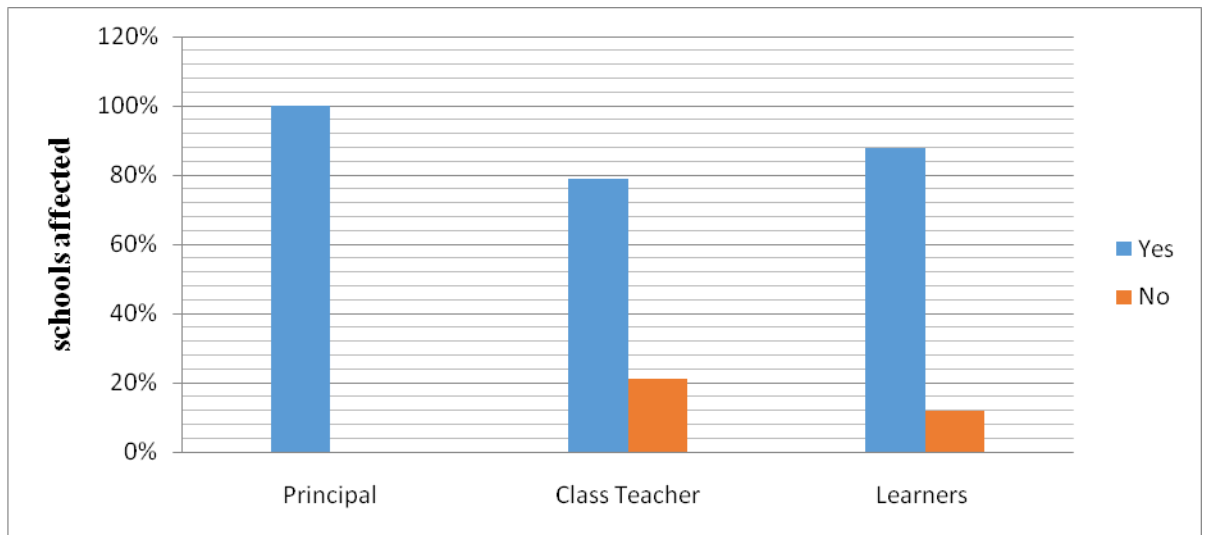


Figure 4.2: Principals, Teachers and Learners responses on if school are affected during inter-clan conflicts in Mandera County

Figure 4.2 shows that principals (100%), 88% of the learners and 79% of the class teachers indicated that schools are affected during inter-clan conflict. The finding of this study is in agreement with Abass (2014) and Abdikadir (2015) in which they established that as a result of inter-clan conflicts in Mandera County and specifically in Mandera North Sub-county which is one of the study area, schools had adversely been affected in terms of infrastructure as well as human resource.

Further, the respondents were asked to indicate ways in which schools were affected generally during inter-clan conflict and the findings are shown in the table 4.1.7

Table 4.7: Effects of Inter-Clan Conflict on Schools

Effects of inter-clan conflict on schools	Respondents		
	Principals	Teachers	Learners
Indefinite closure of schools	45%	55%	40%
Suspension of learning activities	24%	22%	26%
Destruction of school Properties	16%	11%	21%
Destruction of learning materials	13%	09%	12%
Other effects (Schools as place of target, massive transfers)	02%	03%	01%

From Table 4.7 the perennial inter clan conflicts affected the schools in four main ways namely: indefinite closure, suspension of learning activities, destruction of school properties and learning materials. A significant majority of the class teachers (55%), 52% of the learners and (43%) of the principals cited indefinite closure of schools as the major way in which schools were affected during inter-clan conflicts. 26% of the learners, 24% of the principals and 22% of the class teachers cited destruction of school properties. 21% of the learners, 16% of the principals and 11% of the class teachers and indicated destruction of school properties while 13% of the principals, 12% of the learners and 09% of the class teachers indicated destruction of learning materials. Further, 03% of the class teachers, 02% of the principals and 01% of the learners indicated schools as places of target, massive transfers of both teachers and learners, overcrowding in schools in areas not experiencing conflict and hatred among the school community as other ways in which schools are affected during inter-clan conflict in Mandera County.

The finding of study concurs with Adan and Orodho (2016), Ahmed (2015) and Warfa (2018) in which they all indicated that schools in Mandera County have suffered immensely from damage, target, attack on teachers and school closure due to inter-clan conflicts. A similar study by Salome (2018) have shown that inter-clan conflicts lead to closure of schools, destruction of school property and inaccessibility of schools.

4.2 Effects of inter-clan conflict on school attendance and students' academic performance in secondary school in Mandera County

The purpose of this objective was to establish the effects of inter-clan conflict on school attendance and students' academic performance in secondary schools in Mandera County. The data from school principals' interviews, document analysis and observation checklist incorporated in the discussion.

4.2.1 Learners responses on effects of inter-clan conflict on school attendance

Using a likert scale questions, the learners were asked to indicate their level of agreement on the effects of inter-clan conflict on school attendance. The findings are presented in table 4.8

Table 4.8: Learners responses on effects of inter-clan conflict on school attendance

School Attendance	Strongly Disagree (1)		Disagree (2)		Neutral (3)		Agree (4)		Strongly agree (5)	
	F	%	F	%	F	%	F	%	F	%
My school was closed.	36	17%	8	4%	5	2%	37	17%	130	60%
My parents stopped me from going to school	45	21%	12	6%	11	5%	41	18%	107	50%
We are attacked, assaulted or kidnaped on our way to schools	20	9%	5	2%	28	13%	79	37%	84	39%
My parents relocated to safer place	32	14%	23	11%	8	4%	47	22%	106	49%
We could not access our school	22	10%	9	4%	16	8%	57	26%	112	52%

From table 4.8, majority (60%) of the learners strongly agreed that schools were closed, schools were in accessible (52%), their parents stopped them from going to school (50%), their parents relocated to a safer place (49%) and they were attacked, assaulted or kidnaped on their way to schools (39%).

This finding is in agreement with Abass (2014) who revealed that as a result of inter-clan conflicts in Mandera North, displaced people in Rhamu Dimtu and Ashabito had to relocate to Rhamu and Mandera Town while Abdikadir (2015) noted that schools in Mandera North could not be accessed as there were no longer considered safe during the inter-clan conflict between Gareeh and Degodia clan.

4.2.2 Class Teachers responses on effects of inter-clan conflict on school attendance

Using a likert scale questions, the class teachers were asked to indicate their level of agreement on the effects of inter-clan conflict on school attendance. The findings are presented in the table 4.9

Table 4.9: Class Teachers responses on effects of inter-clan conflict on school attendance

School Attendance	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
	F	%	F	%	F	%	F	%	F	%
The school was closed.	4	9%	2	5%	0	0%	5	12%	31	74%
parents stopped learners from coming to school	1	2%	8	19%	2	5%	9	21%	22	53%
We are attacked, assaulted or kidnaped on our ways to schools	1	2%	1	2%	1	2%	14	34%	25	60%
parents of learners relocated to safer place	2	5%	7	17%	1	2%	13	31%	19	45%
We could not access our school	6	14%	0	0%	2	5%	11	26%	23	55%

From table 4.9, a majority (74%) of the class teachers strongly agreed that schools were closed, they were attacked, assaulted or kidnaped on their ways to school (60%), parents stopped learners from coming to school (53%), schools were in accessible (52%), schools could not be accessed (55%) as well as parents relocated to a safer place (45%).

Rashid (2016) noted that owing to inter-clan conflicts in Banissa Sub-county which is part of the study areas, all the respondent agreed that schools both primary and secondary were closed while Salome (2018) indicated inter-clan conflict results in closure of schools, high turnover of teachers who opt to move to more secure areas and parents stopped learners to attend school because of fear.

From the interview with the principals, majority of the principals (98%) indicated that during inter-clan conflict, school attendance was poor while before inter-clan conflict school attendance was generally good. Principals indicated that even after inter-clan conflict, learners took time to resume schooling because of displacement and family disintegration.

From the document analysis of the class register, it was established that school attendance for the third term 2018 and first term 2019 was average as compared to first and second term 2018 which was poor in most of the school as inter-clan conflict was happening in Mandera County. The Ministry of Education (Kenya) in (2018) found out that 15% of learners missing school in Kenya were from Mandera citing constant inter-clan conflict as a factor for learners' absenteeism from school.

4.2.3 Effects of school attendance on students' academic performance during inter-clan conflict

The second part of the questionnaire sought to find out the effects of school attendance on students' academic performance during inter-clan conflict and the findings are presented in table 4.10.

Table 4.10: Effects of school attendance on students' academic performance during inter-clan conflict

	Principals	Class Teachers	Learners
Poor syllabus Coverage	58%	50%	45%
Loss of Contact Hours	24%	28%	32%
Inadequate revision	15%	21%	28%
Other effects(poor academic foundation, disruption of learning activities)	3%	1%	5%

A majority (45%) of the learners and 50% of the class teachers indicated that there was poor syllabus coverage during inter-clan conflicts as schools were closed or either student/teachers were absent. This means that poor syllabus coverage has a bearing on academic performance as found out by Adan and Orodho (2016) in their study where all respondents cited inadequate syllabus coverage due to the occasional inter-clan conflicts as a cause of poor academic performance of K.C.S.E in Mandera County. The class teachers reiterated that conflict affects syllabus coverage in that majority of the learners abscond classes until when there is calm. Such missing of lessons had seriously hampered syllabus coverage which according to the class teachers was the major reason for poor academic performance both in end of term exams and K.C.S.E.

From the interview, majority of school principals (58%) were in agreement with both the learners and the class teachers that there is poor syllabus coverage during inter-clan conflicts because of either lack of teachers or learners as they have fled. This finding agrees with Salome (2018) who established that poor school attendance during inter-clan conflicts affects timely syllabus coverage leading to poor academic performance. One of the principals said that since the conflicts were perennial they had never completed syllabus on time for all their classes while another one said they always teach syllabus for a previous term or even years sometimes.

Further, 24% of the principals, 28% of the class teachers and 23% of the learner indicated that there was massive loss of contact hours of teaching and learning due to occasional inter-clan conflict hence poor academic performance as indicated by Dyregrov et al., (2015) who showed that an increase in losing contact hours of teaching and learning during conflicts period results to poor academic performance. A study by UNICEF (2017) found out that a child in conflict zones are five (5) times more likely to be out of class than a child leaving in a peaceful area and this contributes to poor academic performance.

Further, 28% of the learners, 21% of the class teachers and 15% of the principals have indicated that as a result of the loss of the contact hours of teaching and learning in schools, there is little time for revision in order to polish well for examinations and hence struggle to finish the syllabus which they do not finish on time.

The research further indicated other effects such as lack of enough consultation between learners and teachers outside the class, poor academic foundation at the primary level because of the conflicts, poor reading, speaking and writing skill even at secondary level despite undergoing secondary education and disruption of learning activities as some of the effects of school attendance on academic performance during inter-clan conflict in secondary schools in Mandera County.

4.3 Effects of inter-clan conflict on school infrastructure/resources and students' academic performance in secondary schools in Mandera County

The purpose of this objective was to establish the effects of inter-clan conflict on school infrastructure/resource and student's academic performance. The data from school principals' interviews, document analysis and observation checklist were incorporated in the discussion.

4.3.1 Learners responses on effects of inter-clan conflict on school resources/infrastructure

Using a likert scale questions, the learners were asked to indicate their level of agreement on the effects of inter-clan conflict on school infrastructure and resources.

The findings are presented in table 4.11

Table 4.11: Learners responses on effects of inter-clan conflict on school resources/infrastructure

School resources/ infrastructure	Strongly Disagree (1)		Disagree (2)		Neutral (3)		Agree (4)		Strongly Agree (5)	
	F	%	F	%	F	%	F	%	F	%
Our classes were destroyed during the conflict	38	18%	9	5%	4	2%	50	23%	115	52%
Our school furniture was broken down	22	10%	26	12%	13	6%	57	27%	98	45%
Our books and learning materials were destroyed	27	13%	24	11%	6	3%	49	23%	110	50%
Our teacher took transfer	15	7%	3	1%	11	5%	35	16%	152	71%
Our classes were used by outsiders as refugee centers	24	11%	39	18%	36	17%	46	21%	71	33%
Our dormitories, library and laboratories were destroyed	37	17%	22	10%	16	7%	60	28%	81	38%

From table 4.12, a majority (71%) of the learners strongly agreed that teachers took transfer, their classes were destroyed (52%), school furniture destroyed (45%), learning materials destroyed (50%), classes repurposed for hosting people as a refugee center (33%) as well as dormitories and laboratories being destroyed (38%).

4.3.2 Class Teachers responses on effects of inter-clan conflict on school resources/infrastructure

Using a likert scale questions, the class teachers were asked to indicate their level of agreement on the effects of inter-clan conflict on school infrastructure and resources.

The findings are presented in table 4.13.

Table 4.13: Class Teachers responses on effects of inter-clan conflict on school resources/infrastructure

School resources/ Infrastructure	Strongly Disagree (1)		Disagree (2)		Neutral (3)		Agree (4)		Strongly Agree (5)	
	F	%	F	%	F	%	F	%	F	%
Our classes were destroyed during the conflict	4	9%	2	5%	1	2%	12	29%	23	55%
Our school furniture were broken down	1	2%	6	14%	0	0%	8	20%	27	64%
Our books and learning materials were destroyed	2	5%	3	7%	2	5%	15	35%	20	48%
Our teacher took transfer	0	0%	1	2%	0	0%	17	41%	24	57%
Our classes were used by outsiders as refugee centers	9	21%	2	5%	1	2%	13	31%	17	41%
Our dormitories, library and laboratories were destroyed	10	23%	2	5%	2	5%	8	19%	20	48%

From table 4.13, a majority (64%) of the class teachers strongly agreed that school furniture was destroyed, teachers took transfer (57%), the classes were destroyed

(55%), learning materials destroyed (48%), dormitories and laboratories destroyed (48%) as well as classes repurposed for hosting people as a refugee center (41%).

The study findings agree with Salome (2018) who found out that school property and learning materials are often damaged, destroyed during inter-clan conflict. Abass (2014) and Abdikadir (2015) established that teacher demanded or took transfer from school in Mandera North Sub-county while many schools in Rhamu during the inter-clan conflicts acted as a refugee center for many who consider school safe thus repurposing school properties during the inter-clan conflicts.

From the interview with the school principals, a significant majority (98%) were in agreement that school infrastructure and resources were affected during inter-clan conflicts in Mandera County. They cited how the clan militias destroyed classrooms in secondary schools such as Rhamu Day Secondary school, Banisa Mixed Day secondary school and Sheikh Ali High School in Mandera North, Banisa and Mandera West constituencies respectively.

From the observation checklist, it was evident that (67%) of the classrooms in the schools visited were renovated or were being renovated while damage to the school classroom and property was evident through the marks of bullets and vandalism. Majority of the school principals (96%) from the interview also indicated learning materials, computers and stationaries were vandalized while majority of the non-local teachers never returned or sought for transfers outside the county. They also cited instances where teachers from rival clans could not go back to their station agreeing with Abass (2014) who indicated that teachers from Gurreh clan could not go back to their schools in Ashabito or Rhamu Dimtu.

4.3.3 Effects of school infrastructure/ resource on student's academic performance during inter-clan conflict

The second part of the questionnaire sought to find out the effects of school infrastructure/resources on students' academic performance during inter-clan conflict and the findings are presented in table 4.14.

Table 4.14: Effects of school infrastructure/ resource on students' academic performance during inter-clan conflict

	Principals	Class Teachers	Learners
Lack of Teachers	48%	47%	49%
Transfers of Teachers	24%	21%	25%
Destruction/Vandalism of learning materials	15%	20%	14%
Exposure to risks	13%	12%	12%

A majority of the learners (49%), 48% of the principals and 47% of the class teachers indicated that during inter-clan conflicts in Mandera County, there was lack of teachers to teach in schools as they have fled or displaced thus leading to inadequate teaching personnel in the schools. This was also found out by Abass (2014) that during inter-clan conflict there were challenges of inadequate teachers in Mandera County.

In addition, it was evident that in majority of the schools the researcher visited (99%) had teachers on Board of Management contract who are untrained standing in the place of teachers who have fled or never come back after the conflict. According to Kanika (2016), the absence of qualified and trained teacher in the classroom leads to poor implementation of the curriculum hence poor academic performance. Similar

studies by Hunt (2008) and Lewin (2011) have indicated a link between teacher's qualification and low academic performance in schools.

Further, 25% of the learners, 24% of the principals and 21% of the class teachers cited that many teachers did not come back while others took transfers during that inter-clan conflict in Mandera County. One Principal said that "as a result of mass transfer of teachers, we recruit untrained teachers while some key subjects like the sciences were either dropped by the learners or were not taught yet examined therefore explaining the poor academic results in the subjects in my school".

Further, 20% of the class teachers, 15% of the principals and 14% of the learners apart from the lack of teachers also suggested that there is massive destruction and vandalism of school infrastructures and learning materials such as books, teaching aids, desk, classrooms, laboratory equipment, libraries and computers and when normalcy resumes, they had to start from nothing. A principal said, "We have lost key infrastructure as well as academics and learning materials hence interfering with the smooth operations of the school." Abdow (2016) noted that there was a significant relationship between academic performance of schools in Mandera County and the quality of infrastructures and resources available in the schools arguing that whereas schools in Mandera County majorly lack key infrastructure, the few equipped ones were at risk during inter-clan conflicts and thus poor academic performance at national examinations.

The finding of the study also concurs with Adan and Orodho (2016) in which they established that while the teachers in Mandera County were focused on effectively implementing the curriculum, their efforts were thwarted during inter-clan conflicts

resulting in poor quality educational outcomes as observed in academic performance of the county at the national examination as school property such as classrooms and learning materials have been either destroyed or vandalized.

Further, 13% of principals, 12% of the class teachers and 12% of the learners indicated that during inter-clan conflicts, when school infrastructure such as classrooms are destroyed, they expose both the learners and the teachers to risk. This was also found out by Abdow (2016) who argued that as a result of the destruction of school infrastructure in Mandera County, learners held classes in the open where they were exposed to the vagaries of the weather, which made learning unpleasant. The overall net effect of exposure to risk was poor performance or children dropping out of school as seen in Mandera County schools as established by Abdow (2016) study. This affects learning as teachers and pupils are forced to learn under very uncomfortable conditions. Achieving quality education in terms of academic performance demands that infrastructure and resources are adequate and comfortable for all learners and teachers.

4.4 Effects of inter-clan conflict on school learning environment in secondary school in Mandera County

The purpose of this objective was to establish the effects of inter-clan conflict on school learning environment and students' academic performance in secondary schools in Mandera County. The data from school principals' interviews, document analysis and observation checklist were used in the discussion.

4.4.1 Learners' responses on the effects of inter-clan conflict on school learning environment

Using a likert scale questions, the learners were asked to indicate their level of agreement on the effects of inter-clan conflict on school learning environment. The findings are presented in table 4.15.

Table 4.15: Learners responses on the effects of inter-clan conflict on school learning Environment

School Learning Environment	Strongly Disagree (1)		Disagree (2)		Neutral (3)		Agree (4)		Strongly agree (5)	
	F	%	F	%	F	%	F	%	F	%
	We are constantly under fear of attack and tensed.	27	13%	25	11%	6	3%	54	25%	104
Our school is not properly fenced	21	10%	16	7%	17	8%	73	34%	89	41%
Our classroom are congested by others who have fled their areas	38	17%	26	12%	4	2%	51	24%	97	45%
Our teachers/Learners always peep out of the window to see what is happening	08	4%	11	5%	8	4%	60	28%	129	60%
Our school does not have proper security in place	15	7%	36	17%	4	2%	49	23%	112	51%

Table 4.15 shows that a majority of learners (60%) strongly agreed both teachers and learners always peep out of the windows to see what was happening, school does not have proper security in place (51%), they are constantly under fear of attack and tensed (48%), class room are congested (45%) and school are not properly fenced (41%).

The finding of the study is in agreement with Busalire et.al, (2019) which indicated that inter-clan conflicts create fear and tension as learners fight against each other while at the same time creating unnecessary displacement where the displaced learners congest schools in safer areas.

4.4.2 Class Teachers responses on the effects of inter-clan conflict on school learning environment

Using a likert scale questions, the class teachers were asked to indicate their level of agreement on the effects of inter-clan conflict on school learning environment. The findings are presented in table 4.16.

Table 4.16: Class Teachers responses on effects of inter-clan conflict on school learning environment

School Learning Environment	Strongly Disagree (1)		Disagree (2)		Neutral (3)		Agree (4)		Strongly agree (5)	
	F	%	F	%	F	%	F	%	F	%
We are constantly under fear of attack and tensed.	1	2%	2	5%	2	5%	13	31%	24	57%
Our school is not properly fenced	3	7%	5	12%	1	2%	16	39%	17	40%
Our classroom are congested by others who have fled their areas	0	0%	1	2%	3	7%	18	43%	20	48%
Our teachers/Learners always peep out of the window to see what is happening	1	2%	1	2%	0	0%	9	21%	32	76%
Our school does not have proper security in place	2	5%	3	7%	1	2%	7	17%	29	69%

Table 4.16 shows that a majority of the class teacher (76%) strongly agreed that both teachers and learners always peep out of the window to see what is happening, school does not have proper security in place (69%), they are constantly under fear of attack and tensed (57%), class room are congested (48%) and school are not properly fenced (40%).

The finding of the study resonates with Maalim (2018) who argued that during inter-clan conflict, learners especially in remote schools tend to be alert to know what is happening outside.

Through the observation checklist, majority of the schools (83%) in Mandera County were not fenced and had no proper security measures in place thus making the school vulnerable to attacks during the inter-clan conflicts.

From the interviews, a significant majority of the principals (96%) were in agreement that school learning environment was affected during inter-clan conflict. They agreed with learners and class teachers that during inter-clan conflict, there was tension, fear and uncertainty in schools and that there were constantly under threat. The principal of one of the schools that is in town said that, “We experienced huge enrollment that could not be controlled by those fleeing from conflict areas in the county” agreeing with Salome (2018) who established that the conflict prone areas tend to have low enrolment as compared to the unaffected regions which interferes with learning in general and academic performance of learners in such areas.

4.4.3 Effects of school learning environment on students' academic performance during inter-clan conflicts.

The study sought to find out the effects of school learning environment on students' academic performance during inter-clan conflict and the findings are presented in table 4.17.

Table 4.17: Effects of school learning environment on students' academic performance during inter-clan conflicts

	Principals	Class Teachers	Learners
Suspension of learning	45%	53%	58%
School as center of refugee	24%	26%	29%
Repurposing of learning facilities	21%	20%	13%

The respondents raised key issues emanating from the school surrounding environment that was likely to jeopardize learning in schools hence interfering with academic performance. Both the class teachers (58%) and learners (53%) agreed that the tension and uncertainty in the school and its neighboring led to suspension of learning activity while (26%) of the class teachers and 29% of the learners said that in the event of inter-clan conflict, community members run to schools as they considered it safe thus interfering with the normal learning process while 20% of the class teachers and 13% of the learners suggested that there learning facilities are re-purposed and used as accommodation facilities by the displaced people.

From the interview, majority (44%) of the principal are of the view that during inter-clan conflicts, there is uncertainty and tension in the school as well as it's environ thus leading to suspension of learning activities. 35% of the principals suggested that school neighbors view school as a safe place during inter-clan conflict and will

camp in the school for days and month making learning to be difficult while (21%) of them suggested that learning facilities such as classroom are converted into temporary house for the displaced that hindering learning to take place. One of the principals in Banisa Sub-county said, “Our classrooms were occupied for a whole month until we had to use police to drive them away”

In nutshell there were unanimous agreement amongst all the respondents of the study that the poor academic result especially in the national examination in the region where as result of unconducive and fearful learning environment during inter-clan conflict which is a perennial issue resonating with a study by Yablon (2015) study which linked uncertainty and tension in school learning environment to poor academic performance and learning outcomes in conflict affected areas. As psychologist postulate learning is only effective in a threat free environment and any unrest or conflict in the society will affect the school as there are part of the community. The findings of the study resonate with Katam (2004) which stated that a threat to teaching-learning environment impedes curriculum implementation hence poor academic performance.

4.5 Effects of inter-clan conflict on psycho-social wellbeing and students’ academic performance in secondary school in Mandera County

The purpose of this objective was to establish the effects of inter-clan conflict on psycho-social wellbeing and students’ academic performance in secondary schools in Mandera County. The data from school principals’ interviews, document analysis and observation checklist were used in the discussion.

4.5.1 Learners responses on effects of inter-clan conflict on psycho-social well-being

Using a likert scale questions, the learners were asked to indicate their level of agreement on the effects of inter-clan conflict on psycho-social well-being. The findings are presented in the table 4.18,

Table 4.18: Learners responses on effects of inter-clan conflict on psycho-social well-being

Psycho-social well-being	Strongly Disagree (1)		Disagree (2)		Neutral (3)		Agree (4)		Strongly agree (5)	
	F	%	F	%	F	%	F	%	F	%
	I experienced trauma as result of experiencing inter-clan conflicts	22	10%	11	5%	5	2%	48	22%	130
I felt depressed by loss of a close relative	8	4%	12	6%	6	3%	85	39%	105	48%
I experienced stress as result of the conflicts	9	4%	14	6%	1	1%	55	26%	137	63%
I experienced nightmares	23	11%	42	19%	8	4%	70	32%	73	34%
I experienced trouble behaviour	15	7%	26	12%	17	8%	35	16%	123	57%

From table 4.18, a majority (63%) of the learners strongly agreed that they experienced stress, they experienced trauma (60%), troubled behaviour (57%), felt depressed by a loss of relatives (48%) as well as nightmares (34%) as result of the inter-clan conflicts in Mandera County.

4.5.2 Class Teachers responses on effects of inter-clan conflict on psycho-social well-being

Using a likert scale questions, the class teachers were asked to indicate their level of agreement on the effects of inter-clan conflict on Psycho-social well-being. The findings are presented in the table 4.19.

Table 4.19: Class Teachers responses on effects of inter-clan conflict on psycho-social well-being

Psycho-social well-being	Strongly Disagree (1)		Disagree (2)		Neutral (3)		Agree (4)		Strongly agree (5)	
	F	%	F	%	F	%	F	%	F	%
	I experienced trauma as result of experiencing inter-clan conflicts	0	0%	2	5%	2	5%	8	19%	30
I felt depressed by loss of a close relative	1	2%	4	10%	0	0%	9	21%	28	67%
I experienced stress as result of the conflicts	1	2%	1	2%	1	2%	17	41%	22	53%
I experienced nightmares	3	7%	6	14%	0	0%	15	36%	18	43%
I experienced trouble behaviour	7	17%	2	5%	1	2%	10	24%	22	52%

From table 4.19, a majority (71%) of the class teachers strongly agreed that they experienced trauma, depressed by a loss of a close relative (67%), they experienced stress (53%), troubled behaviour (52%), as well as nightmares (43%) as result of the inter-clan conflicts in Mandera County.

This finding is in agreement with Ngundu et al., (2014) in which they established that as a result of ethnic conflicts in Nakuru, many of the head teachers, teachers and

parents indicated that they had suffered from psychological torture as well as emotional suffering.

From the interview with the principals, majority (98%) indicated that teachers and learners have exhibited signs of trauma and stress related behaviour especially for those principals in schools with learners and teachers from the fighting clans. One of the principals in Mandera North said, “I am aware of learners and teachers who have lost close family members and had showed signs of trauma and stress and that it was a known information among the school community.” The principal further stated that for the whole of the term neither the teachers nor the learners affected did well in school.

In Mandera County, a study by Rashid (2016) found out that teachers during inter-clan conflict in the county were highly stressed and were always seeking to transfer to a safer place. Ironically Mulkeen (2007) observed that school administrators find it hard to transfer teachers in conflict areas and therefore concluded that their level of stress increased as many agreed that they sought medical assistance during the period of the conflicts.

4.5.3 Psycho-social effects of inter-clan conflicts on students’ academic performance

The study sought to find out the psycho-social effects of Inter-clan conflicts on students’ academic performance on student’s academic performance and the findings are presented in table 4.20.

Table 4.20: Psycho-social effects of inter-clan conflicts on students' academic performance

	Principals	Class Teachers	Learners
Poor concentration	52%	37%	58%
Poor memory	23%	36%	29%
Misbehaviours	19%	27%	13%

Table 4.20 shows that majority of the learners (58%), 52% of principals and 37% of the class teacher indicated that trauma was common among both teachers and learners as a result of either loosing friends, relatives or even parents during the inter-clan conflict in Mandera County; thus poor concentration in class hence interfering with their lesson delivery and academic performance respectively. This is because a traumatized learner cannot comprehend or learn well in school as indicated by Berg et al., (2014) who found that trauma-exposed students in Utoya, Norway performed worse academically after experiencing conflicts where they had lower grades than the national grade point average. This is because majority of the students felt that their lives were in danger, many witnessed people dying, and as many as (75%) of the respondents reported that they had lost someone close to them thus suffering from depression or stress.

Further, 36% of the class teachers, 29% of the learners and 23% of the principals raised poor memory among learners in understanding concepts while 27% of the class teachers, 19% of the principals and 13% of the learners also misbehaviours of learners such as irritation, hatred, stigmatization, grouping and discrimination as some of the ways that contributed to poor academic performance.

The finding of the study is in agreement with Ngundu et al., (2014) who found out that invisible effects of ethnic conflicts such as trauma and depression on learners in Nakuru County during the 2007/2008 post-election violence in Kenya was responsible for dismal academic performance in K.C.P.E and K.C.S.E of the year 2008.

Further, Scrimin et al., (2009) argued that learners who have experienced or survived conflicts have difficulties in sustaining attention and have short-term memory, as well as limited visual–spatial performance and lower grades compared to the non- exposed conflicts learners. Further, they argued that a single conflict-related traumatic event may be similar to other chronic forms of trauma and their association with cognitive functioning may lead to poor academic performance in schools. Similar studies by Perfect et al. (2016) concluded that learners exposed to conflict showed poorer cognitive functioning, academic difficulties, and social–emotional–behavioural problems.

Table 4.21: Results from Observation Checklist

S/N	Items	Adequate		Fair		Inadequate	
		F	%	F	%	F	%
1	Classrooms, laboratories, library	3	25%	2	17%	7	58%
2	Number of Teachers	0	0%	1	8%	11	92%
3	Learning and instructional Material	6	50%	4	33%	2	17%
4	Repair/Maintenance of Damage materials	8	67%	3	25%	1	8%
5	Attendance on the day of visit	1	8%	7	59%	4	33%
6	School Fence	0	0%	2	17%	10	83%
7	Safety procedure rules, materials and awareness	0	%	0	%	12	100%

Table 4.21 above shows that majority 58% of schools had inadequate classrooms, laboratories and library, 92% have inadequate numbers of teachers, 50% had adequate learning and instructional materials, majority 67% of schools had good maintenance and repair of damaged facilities while school attendance (59%) on the day of visit by the researchers was fair in all the schools. The attendance could be so because of the relative peace in Mandera County during the research. However, it was revealed that 83% of the schools the researcher visited had no proper fence while it was clearly evident in all the schools (100%) that they had no safety procedure rules, materials and awareness.

Results from the Documents Analysis

Table 4.22: School Attendance for Term One, 2019 School (Average Term Class Attendance)

Key: Good= 60% and above attendance, Average: 40% and above attendance Poor= 39% and below attendance.

CLASS	GOOD		AVERAGE		POOR	
	F	%	F	%	F	%
FORM THREE	8	33.3%	10	41.7%	6	25%
FORM FOUR	11	45.8%	7	29.2%	6	25%

Table 4.23: Performance in End of Term Examination Term One 2019(Class Mean Score)

Key: Good= B-(Minus) and above, Average: C-(Minus) and above Poor= D+ plus and below

CLASS	GOOD		AVERAGE		POOR	
	F	%	F	%	F	%
FORM THREE	4	16.7%	9	37.5%	11	45.8%
FORM FOUR	1	8.3%	7	29.2%	16	66.5%

Table 4.24: Performance of the School at K.C.S.E, 2018

Key: Very good=B + (Plus) and above, Good=B-(Minus) Average=C(Plain) and above, Fair D+ Plus and above, Poor=D plain and below

PERFORMANCE	SCHOOL	V. GOOD		GOOD		AVERAGE		FAIR		POOR	
		F	%	F	%	F	%	F	%	F	%
K.C.S.E	SCHOOL	0	0%	0	0%	2	17%	3	25%	7	58%

PERFORMANCE,
2018

From the above document analysis of class registers and end of term examination, school attendance in many parts of Mandera County is relatively good at 33.8% in form three class and 45.8% in form four classes for term one, 2019. On academic performance in terms of end of the term examination, it was revealed that 66.5% of learners in form four and 45.8% of learners in form four performed below average with only 16.7% and 8.3% in form three and four having good grades that were considered C+ (Plus and above) by the researcher. The same scenario was seen in the school mean score in K.C.S.E 2018 where no school had quality mean score of C+(Plus) and above. Only 17% of the schools had average mean score of C Plain while majority of the schools (58%) had poor mean grades of D+ Plus and below.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

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

5.1 Summary of the Study

The study sought to find out the effects of inter-clan conflicts on schools and students' academic performance in secondary schools in Mandera County. In chapter one of the thesis report, the background information was well outlined. The statement of the problem was well stated as well as the problem under investigation. Objectives to guide the study were developed. This study was guided by the following objectives: To establish the effects of inter-clan conflict on school attendance and students' academic performance, to determine the effect of inter-clan conflict on school infrastructure/resources and students' academic performance, to establish the effects of inter-clan-conflict on school learning environment and students' academic performance, to determine the effects of inter-clan conflict on psycho-social wellbeing of learners/teachers and students' academic performance in secondary schools in Mandera County. Research questions were derived from the objectives of the study. The significance of the study was well outlined. The scope of the study was well stated. The theory suitable for the study was selected while the link between the variables was diagrammatically presented in the conceptual framework. Literature review was presented in chapter two based on objectives of the study. Chapter three outlined the methodology used in the study.

The study was conducted using descriptive survey research design since it aimed at capturing respondents' beliefs, knowledge, opinion and attitude based on the effects of inter- clan conflicts on students' academic performance in secondary schools in Mandera County. The target population for this study comprised 12 principals, 48 class teachers and 240 learners in form three and four class in secondary schools in Mandera County. The number of principals interviewed were 12 (100%) while 42 (88%) of the class teachers and 216 (89%) of the learners returned the questionnaire. Besides, the questionnaires and the interviews, the study also employed observation checklist and document analysis to support the findings.

An introduction letter was obtained from Kenyatta University graduate school and a research license was obtained from the National Council of Science and Technology. Permission to carry out research in the county was obtained from the county commissioner and county director of education. Analysis of data started with editing to identify errors made by the respondents such as spelling and any un-responded to items. This was followed by coding the data in SPSS. The data derived was analyzed using descriptive statistics such as percentages and frequencies to make meaningful description of the distribution.

5.2 Findings of the Study

The findings of the study are summarized according to the objectives of the study. On the occurrence of inter-clan conflicts in Mandera County, 67% of the learners, 62% of class teachers and 58% of the principal indicated that inter-clan conflicts occur very often meaning that it is a perennial issue in Mandera County. On whether inter-clan conflicts affect school when it happens in Mandera County, principals

(100%), learners (88%) and class teachers (79%) indicated that schools are affected during inter-clan conflict.

Generally, on how inter-clan conflict affects schools in Mandera County, four main ways were identified namely: indefinite closure; suspension of learning activities, destruction of school property and learning material. A significant majority of the class teachers (55%), 52% of the learners and (43%) of the principals cited indefinite closure of schools as the major way in which schools are affected during inter-clan conflicts. 26% of the learners, 24% of the principal and 22% of class teachers cited destruction of school properties. 21% of the learners, 16% of the principals and 11% of the class teachers and indicated destruction of school properties while 13% of the principals, 12% of the learners and 09% of the class teachers indicated destruction of learning materials. Further, 03% of the class teachers, 02% of the principals and 01% of the learners indicated schools as places of target, massive transfers of both teachers and learners, overcrowding in schools in areas not experiencing conflict and hatred among the school community as other ways in which schools are affected during inter-clan conflict in Mandera County.

On how inter-clan conflicts affects school attendance, principals (100%) indicated that during inter-clan conflict, school attendance was poor while before inter-clan conflict school attendance was generally good. Majority of learners (60%) and class teachers (74%) strongly agreed that inter-clan conflicts lead to closure of schools, 50% of the learners and class teachers (53%) indicated that parents stop learners from going to school while 39% of the learners and class teachers (60%) strongly agreed that there were attacked, assaulted or kidnapped on their way to school. 45%

of the class teacher and 49% of the learners strongly agreed that their parent's relocated to safer place during inter-clan conflict while 52% of the learners and class teachers (55%) strongly agreed that they could not access their schools during inter-clan conflict. Therefore, we infer that learners in Mandera affected by inter-clan conflicts spend considerable amount of time out of school due either parents relocating to safer places, parents stopping learners from going to school or either being attacked on their way and conclude that poor school attendance is responsible for poor academic performance in schools in Mandera County.

On how school attendance affects academic performance during inter-clan conflict, two key issues were raised. Majority 58% of the principals, 50% of the class teachers and 45% of the learners indicated that there was poor syllabus coverage while 24% of the principals, 28% of the class teachers and 23% of the learner indicated that there was massive loss of contact hours of teaching and learning.

A significant majority of the principals (98%) were in agreement that school infrastructure and resources were affected during inter-clan conflicts. 52% of the learners and class teacher (55%) strongly agreed that classes were destroyed, 45% of learners and class teacher (64%) strongly agreed that school furniture were destroyed, 50% of the learners and class teacher (48%) agreed that books and learning materials were destroyed. 71% of learners and class teacher (57) strongly agreed that teachers took transfer, (33%) of learners and class teacher (41%) strongly agreed that classes were used by outsider as center of refugee while (38%) of learners and class teacher (48%) strongly agreed that school dormitories, library and laboratories were destroyed during the inter-clan conflicts.

From the observation checklist, it was evident that (67%) of classrooms in the schools the researcher visited were renovated or were being renovated while damage to the school classroom and properties were evident through the marks of bullets and vandalism. This indicated that destruction of school resources and infrastructure deters learning from taking place.

On how damage to school infrastructure and resources affects academic performance, 48% of the principals, class teacher (47%) and learner (49%) indicated that in the event of inter-clan conflict, there is lack of teachers to teach in schools while 15% of the principal, class teachers (20%) and learner (14%) indicated that during inter-clan conflicts, when school infrastructure such as classrooms are destroyed, they expose both the learners and the teachers to risk.

On the effects of inter-clan conflicts on school learning environment, majority of the principals (96%) are in agreement that school learning environment is affected during inter-clan conflict. Majority of the learners (48%) and class teachers (57%) agreed that there are constantly under fear of attack and tensed, the learners (41%) and class teachers (40%) strongly agreed that their schools were not properly fenced, while learners (45%) and class teachers (48%) strongly agreed that their classrooms were congested by learners who fled from conflicts zone. Learners (60%) and class teachers (76%) strongly agreed that teachers and learners constantly peeped through the window while learners (51%) and class teachers (69%) strongly agreed that their schools do not have proper security in place. Through the observation checklist, majority of the schools (83%) in Mandera County were not fenced and had no

proper security measures in place thus making the schools vulnerable during the inter-clan conflicts.

Two key issues were raised on how school environment during inter-clan affects academic performance. Principals (44%), the class teachers (58%) and learners (53%) agreed that the tension and uncertainty in the school and its neighboring lead to suspension of learning activity while 26% of the class teachers and 29% of the learners said that in the event of inter-clan conflicts, community members run to schools as they considered it safe thus interfering with the normal learning process or even concentration in class as learners peep out throughout the windows to know what is happening in their environment.

On the effects of inter-clan conflicts on psycho-social well-being of both the learners and teachers, majority of the principals (92%) are in agreement that both the learners and the teachers are affected psycho-socially during inter-clan conflict either through losing a close relative, family members or a fellow learner/teacher. majority of the learners (60%) and class teachers (71%) have strongly agreed that they have experienced trauma, (48%) of the learners and class teachers (67%) have strongly agreed that they felt depressed by a loss of a close relative,(63%) of the learners and class teachers (53%) agreed that they experienced stress, (34%) of the learners and class teachers (43%) agreed that they experienced night mares while class teachers (52%) and learners (57%) strongly agreed that they showed some trouble behaviour

On the psycho-social effects of inter-clan conflicts on academic performance principals (52%), class teachers (37%) and learners (45%) indicated that among the psycho-social effects of inter-clan conflicts was poor concentration in class,

principals (23%), class teachers (26%) and learners (29%) raised the issue of poor memory while principals(19%),class teachers(27%) and learners(13%) also cited learners misbehaviour of hatred and discrimination as some of the ways that contributed to poor academic performance.

And finally through an observation checklist, it was found out that 58% of the schools had inadequate classrooms, laboratories and library, 92% have inadequate number of teachers while 50% had adequate learning and instructional materials. It was also found out through document analysis of the end of term examinations that 66.5% of learners in form four and 45.8% of learners in form four performed below average with only 16.7% and 8.3% in form three and four had good grades that were considered C+ (Plus and above).

5.3 Conclusions

Based on the findings of the study, the study concluded that inter-clan conflicts affected school attendance whereby parents were reluctant to send children to school because of fear of attack or assault on their way or back from schools. It was also concluded that during inter-clan conflict period, school attendance drastically reduces as both teachers and learners fear coming to schools. The researcher further concluded that schools are indefinitely closed during inter-clan conflicts and become inaccessible. The researcher concludes that as result of the continued stay out of school, learner lose many hours of teaching and learning thus interfering with syllabus coverage. The researcher further concludes that poor school attendance during inter-clan conflicts was likely to reduce the chances of learning and achieving

quality grades in K.C.S.E and even end of term exams because of the loss of contact hours of teaching and learning and also poor syllabus coverage.

The study concludes that inter-clan conflicts destroys school infrastructure as well as the resources such as the teaching personnel. The study revealed that during inter-clan conflicts, school properties such as books and computers are vandalized and stolen. It was also revealed that teachers exited Mandera County during inter-clan conflict and never reported back to their station. Other teachers in areas where their clan were minority left or were requesting for transfer. This was likely to affect the teaching-learning process and influence the outcomes of exams. The study therefore concluded that the academic performance in national examination by learners in Mandera County was poor because of acute shortage of teachers. The study also concluded that performance of learners suffers due to destruction of school infrastructures and resources during inter-clan conflicts.

The study also concludes that the learning environment during inter-clan conflict is not conducive as there is uncertainty and tension in both the schools and their surroundings. Learners and teachers always peep out through the windows to observe what is happening while the classrooms in safe areas in Mandera County are congested by those who have fled from the inter-clan conflict zone. The study also concludes that tension and uncertainty brought about by inter-clan conflict spillover affects the teaching and learning process in schools thus resulting to poor academic performance.

It was also concluded that trauma and stress as well as depression brought about by inter-clan conflicts as a result of losing parents, relatives, friends among both

teachers and learners had enormous effects on academic performance. The study concluded that the psycho-social effects of inter-clan conflicts on learners as well as teachers' minds affected the ability to concentrate and comprehend studies while in school. It was also concluded that learners in Mandera County suffer psychologically, emotionally and socially as a result of either experiencing or involvement in inter-clan conflicts. This was found to be the source of poor academic performance.

Finally, from the document analysis, it was concluded that school attendance in many parts of the county is not affected when there are no inter-clan conflicts but academic performance in terms of end of the term examination and national examination is still poor. From the observation checklist, it was concluded that many schools in Mandera County have suffered the effects of inter-clan conflicts through destruction to school properties and learning materials as well as the resources.

5.4 Recommendations

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

- i) There should be concerted peace effort and education by the county government of Mandera and its leadership. Residents of Mandera County should be taught on the need to foster and maintain peace. There should be constant inter-clan dialogue between clan 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) Kenya Institute of Curriculum should infuse aspects of peace education in the upcoming Competency Based Curriculum and teach the value and importance of peace in the society. The curriculum should reform and prepare young community members to be agents of peace and change in the society. The curriculum should also equip learners with skills such as peace building and problem solving in the society.
- iii) The Ministry of Education should lower its university entry grade for learners in counties affected by conflicts to C (Plain) and a C (Minus) for teacher training college so as to give equal opportunity for many learners in such areas to join institutions of higher learning. This could solve the crisis of teacher shortage in the county and non-local teachers being targeted or killed or seeking for transfers.
- iv) The Teachers Service Commission should provide protection and incentives as well as supportive service e.g. counselling and encouragement to teachers teaching in conflict affected areas. This will ensure that teachers will not be targets and there are happy so that they do not desert their duty station when threatened.
- v) The Commission should provide qualified counsellors to schools in conflict affected areas so as to provide necessary emotional and trauma counseling services to those affected by the psycho-social effects of inter-clan conflicts
- vi) The Government should provide armed security officers in secondary schools in Mandera County. This will ensure that school properties are not damaged or looted in the event of inter-clan conflicts

vii) Mandera County government should prioritize in its annual budget, sponsorship programs to students to pursue education. This will ensure that a local solution is found to the constant teacher shortage in the county.

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:

A similar study should be carried out in other ASAL Counties in Northern Kenya where inter-clan conflict is prevalent to establish whether academic performance is affected. This will enable government to come up with long term solutions to problems affecting quality academic performance across the other ASAL areas of Kenya.

A study should be carried out to establish if there are any other types of conflicts in Mandera County and how they affect academic performance, education or any aspect of learning.

A study should be carried out to establish if inter-clan conflict has a bearing on other school related factors apart from the four e.g. school attendance, school infrastructure, learning environment and the psycho-social well-being which the study has looked at and its effects on academic performance.

A study should be carried out to find out the effects of inter-clan conflicts on curriculum implementation in Mandera County. A study should be carried out on the effects of Devolution on academic performance in Mandera County.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

**KENYATTA UNIVERSITY
SCHOOL OF EDUCATION
PO BOX 43844,
NAIROBI.**

Principal,

.....,
.....,
.....
.....

Dear Sir/Madam,

REF: REQUEST TO CARRY OUT A RESEARCH IN YOUR SCHOOL

My name is **Abdimalik Farah**. I am a postgraduate student at Kenyatta University pursuing a Master's Degree in Curriculum Development. I am carrying out a research on *Effects of Inter-Clan Conflicts on Schools and Students' academic Performance in Secondary Schools in Mandera County*. Your school has been chosen to take part in this study. I will be giving questionnaires to class teachers of Form **Three** and **Four** and some of the learners in the above mentioned class. I will interview you as the person in-charge of the school. I will also be analyzing **class registers** of the said classes for Term I, 2019 and their **class Mean Score** in the end of term Examination. The identity of the respondents will be treated with confidence. Any assistance given will be highly appreciated as it will be purely for the purpose of the research.

Your assistance will be highly appreciated.

Thank you.

Yours faithfully,

Abdimalik Ibrahim Farah.

APPENDIX II: LEARNERS' QUESTIONNAIRE

Part A: Demographic information

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

1. What is your gender?

(a) Male ()

(b) Female ()

2. What is your age Bracket?

(a) 14-16 years ()

(b) 16-18years ()

(c) 16-20years ()

(d) 20 years and above ()

3. In which class are you?

(a) Form 3 ()

(b) Form 4 ()

4. What is your school type?

(a) Boarding Boys school ()

(b) Boarding Girls School ()

(c) Mixed Day School ()

5. How frequent does inter-clan conflict occur in Mandera County?

(a) Often () (b) Very Often () (C) Rare ()

6. Is your School affected by Inter-Clan Conflicts?

(a)Yes () (b) No ()

7. Briefly explain in which ways inter-clan conflict affects your school.

.....

.....

PART B: SCHOOL ATTENDANCE

The following statement relates to the effects of inter-clan conflicts on school attendance. Kindly indicate your level of agreement to each statement. Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A) and strongly agree (SA). Tick only one response for each statement.

	School Attendance	S.D	D	N	S.A	A
8.	My school was closed.					
9.	My parents stopped me from going to school					
10.	We are attacked, assaulted or kidnaped on our way to school					
11.	My parents relocated to safer place					
12.	We could not access our school					

13. How does school attendance affect academic performance during inter-clan conflict period?

.....

PART C: SCHOOL INFRASTRUCTURE/RESOURCES

The following statement relates to the effects of inter-clan conflicts on school infrastructure and resources. Kindly indicate your level of agreement to each statement. Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A) and strongly agree (SA). Tick only one response for each statement.

	School infrastructure	S.D	D	N	S.A	A
15.	Our classes were destroyed during the conflict					
16.	Our school furniture were broken down					
17.	Our books and learning materials were destroyed					
18.	Our teacher took transfer					
19.	Our classes were used by outsiders as refugee centers					
20.	Our dormitories, library and laboratories were destroyed					

21. How does the school infrastructure and resource affect academic performance during inter-clan conflict period?.....

.....

.....

PART D: SCHOOL LEARNING ENVIRONMENT

The following statement relates to the effects of inter-clan conflicts on school learning environment. Kindly indicate your level of agreement to each statement. Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A) and strongly agree (SA). Tick only one response for each statement.

	School Learning Environment	S.D	D	N	S.A	A
22.	We are constantly under fear of attack and tensed.					
23.	Our school is not properly fenced					
24.	Our classroom are congested by others who have fled their areas					
25.	Our teachers/Learners always peep out of the window to see what is happening					
26.	Our school does not have proper security in place					

27. How does the school learning environment affects academic performance during inter-clan conflict?.....

.....

.....

PART E: PSYCHO-SOCIAL EFFECTS

The following statement relates to the psycho-social effects of inter-clan conflicts. Kindly indicate your level of agreement to each statement. Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A) and strongly agree (SA). Tick only one response for each statement.

	Psycho-Social effects of inter-clan conflicts	S.D	D	N	S.A	A
28.	I experienced trauma as a result of experiencing inter-clan conflicts					
29.	I felt depressed by loss of a close relative					
30.	I experienced stress as a result of the conflicts					
31.	I experienced nightmares					
32.	Learners in our class showed troubled behaviours such as violence and irritation.					

33. How does Psycho-social effect of inter-clan conflicts affect your academic performance?.....
.....

THE END

THANK YOU FOR YOUR COOPERATION AND TIME

APPENDIX III: CLASS TEACHERS' QUESTIONNAIRE.

PART A: Demographics

1. Please indicate your gender
(a) Male () (b) Female ()
2. Please indicate your County of origin?
(a) Mandera ()
(b) Others ()
3. Please indicate the number of years you have served as a teacher in this school?
(a) 1- 2yrs () (b) 3- 4yrs ()
(c) 5-6yrs () (d) above 7yrs ()
4. Please indicate your level of education
(a) Untrained () (b) Diploma ()
(c) B. ED () (d) Maters ()
5. What is your school type?
(a) Boarding Boys school ()
(b) Boarding Girls School ()
(c) Mixed Day School ()
6. How frequent does inter-clan conflict occur in Mandera County?
(a) Very often () (b) Often () (c) Rare ()
7. Is your School affected by Inter-Clan Conflicts?
(a) Yes () (b) No ()
8. Briefly explain in which ways inter-clan conflict affects your school.
.....

PART B: SCHOOL ATTENDANCE

The following statement relates to the effects of inter-clan conflicts on school attendance. Kindly indicate your level of agreement to each statement. Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A) and strongly agree (SA). Tick only one response for each statement.

	School Attendance	S.D	D	N	S.A	A
9.	The school was closed.					
10.	Parents stopped learners from going to school					
11.	We are attacked, assaulted or kidnaped on our way to school					
12.	Parents of learners relocated to safer place					
13.	The school could not be accessed for fear of attack.					

14. How does school attendance affect academic performance during inter-clan conflict period?

PART C: SCHOOL INFRASTRUCTURE/RESOURCES

The following statement relates to the effects of inter-clan conflicts on school infrastructure and resources. Kindly indicate your level of agreement to each statement. Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A) and strongly agree (SA). Tick only one response for each statement.

	School infrastructure	S.D	D	N	S.A	A
15.	Our classes were destroyed during the conflict					
16.	Our school furniture were broken down					
17.	Our books and learning materials were destroyed					
18.	Our teacher took transfer					
19.	Our classes were used by outsiders as refugee centers					
20.	Our dormitories, library and laboratories were destroyed					

21. How does the school infrastructure and resource affect academic performance during inter-clan conflict period?

.....

PART D: SCHOOL LEARNING ENVIRONMENT

The following statement relates to the effects of inter-clan conflicts on school learning environment. Kindly indicate your level of agreement to each statement. Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A) and strongly agree (SA). Tick only one response for each statement.

	School Learning Environment	S.D	D	N	S.A	A
22.	We are constantly under fear of attack and tensed.					
23.	Our school is not properly fenced					
24.	The classroom are congested by others who have fled their areas					
25.	Our teachers/learners always peep out of the window to see what is happening					
26.	Our school does not have proper security in place					

27. How does the school learning environment affect academic performance during inter-clan conflict period?

.....

.....

PART E: PSYCHO-SOCIAL EFFECTS

The following statement relates to the psycho-social effects of inter-clan conflicts. Kindly indicate your level of agreement to each statement. Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A) and strongly agree (SA). Tick only one response for each statement.

	Psycho-Social effects of inter-clan conflicts	S.D	D	N	S.A	A
28.	I experienced trauma as result of experiencing inter-clan conflicts					
29.	I felt depressed by loss of a close relative, learners and friends					
30.	I experienced stress as result of the inter-clan conflicts					
31.	I experienced nightmares					
32.	Learners in my class showed troubled behaviours such as violence and irritation.					

33. How do Psycho-social effects of inter-clan conflicts affect academic performance?.....

THE END

THANK YOU FOR YOUR COOPERATION AND TIME

APPENDIX IV: PRINCIPAL'S INTERVIEW GUIDE

PART A: DEMOGRAPHICS.

1. Gender?
 - (a) Male
 - (b) Female

2. Name of your school?

3. School type?
 - (a) Boys Boarding School
 - (b) Girls Boarding school
 - (c) Mixed Day School

4. For how long have you been in this school?
 - (a) 1-2 years
 - (b) 3-4 years
 - (c) 5-6 years
 - (d) 7 years and above

5. What is your highest academic qualification?
 - (a) Diploma
 - (b) Degree
 - (c) Post Graduate Diploma
 - (d) Masters

6. How frequent does inter-clan conflict occur in Mandera County?
 - (a) Very often
 - (b) Often
 - (C) Rare

7. 7. Is your School affected by Inter-Clan Conflicts?
 - (a) Yes
 - (b) No

8. Briefly explain in which ways inter-clan conflict affects your school.
.....

PART B: SCHOOL ATTENDANCE

9. In your opinion, how do you describe the school attendance? (Probe for good or poor attendance, during and after inter-clan fighting?)
10. How does the school attendance affect academic performance in your school (Probe for good or poor performance, during and after inter-clan fighting?)

PART C: SCHOOL INFRASTRUCTURE /RESOURCES.

11. How is your school infrastructure affected during inter-clan fighting? (Probe more on the effects of inter-clan fighting on school infrastructure)
12. How is the school human and material resources affected during inter-clan fighting? (Probe more on the effects of inter-clan fighting on Teachers, non-teaching staff and instructional materials).
13. How does school infrastructure and resources affect academic performance in your school? (Probe more on the effects of inter-clan fighting on school infrastructure, teachers and instructional resources)

PART D: SCHOOL LEARNING ENVIRONMENT.

14. In your opinion, how does inter-clan fighting affect the school learning environment? (Probe more on effects of inter-clan fighting on school surrounding)
15. How does the school environment affect academic performance during inter-clan conflict?

PART E: PSYCHO-SOCIAL EFFECTS

16. In your opinion, how does inter-clan fighting affects the psycho-social wellbeing of your learners and teachers? (Probe more on the psycho-social effects of inter-clan fighting on learners and teachers).
17. Does the psycho-social effects of inter-clan fighting have a bearing on academic performance? (Probe more: its effects on academic performance?)

THE END

THANK YOU FOR YOUR COOPERATION AND TIME

APPENDIX V: OBSERVATION CHECKLIST

1. Name of school: _____

2. Sub-county: _____

S/N	Item	Adequate	Fair	Inadequate
3	Classrooms, laboratories, library			
4	Number of Teachers			
5	Learning Material			
6	Repair/Maintenance of Damage materials			
7	Attendance on the day of visit			
8	School Fence			
9	safety procedure rules, materials and awareness			

APPENDIX VI: DOCUMENT ANALYSIS GUIDE

1. Name of school: _____

2. Sub-county: _____

1. 1. SCHOOL ATTENDANCE FOR TERM ONE, 2019 SCHOOL (AVERAGE TERM CLASS ATTENDANCE)

CLASS	GOOD	AVERAGE	POOR
FORM THREE			
FORM FOUR			

2. 2. PERFORMANCE IN END OF TERM EXAMINATION TERM ONE 2019 (CLASS MEAN SCORE)

CLASS	GOOD	AVERAGE	POOR
FORM THREE			
FORM FOUR			

3. PERFORMANCE OF THE SCHOOL AT K.C.S.E, 2018

	VERY GOOD	GOOD	AVERAGE	FAIR	POOR
K.C.S.E SCHOOL PERFORMANCE,2018					

APPENDIX VII: TIME PLAN

Item	Activities	Period/Duration
Proposal Development	<ul style="list-style-type: none"> • Topic Selections and Consideration • Identification of the Problem. • Literature Review • Preparation of Research instruments. • Consultation of Supervisors and Correction. • Submission to the Department. 	August –December 2018
Proposal Defense	<ul style="list-style-type: none"> • Defense at the department. 	February, 2019.
Correction and Submission to graduate School Piloting of the study	<ul style="list-style-type: none"> • Corrections and Consultation. • Identification of respondents' samples. • Research Permit from Kenyatta University Graduate School and NACOSTI. 	February 2019-May 2018.
Data Collection	<ul style="list-style-type: none"> • Administration of questionnaires • Interviews with the principals • Checklist and Document analysis 	May-July 2019
Data Analysis and Report Writing	<ul style="list-style-type: none"> • Data coding, entry, clean up and organization • Data analysis. • Interpretation of the data. • Disseminations of the results. • Consultations with the supervisor. 	October –February 2019
Submission to Graduate School	<ul style="list-style-type: none"> • Notice of Submission to graduate School • Presentation at the graduate school. • Corrections and Consultation. • Final Draft and report. 	March-Dec2020.

APPENDIX VIII: BUDGET PLAN

ITEM	Activities	Item Per Cost at Ksh.	Total Cost
Proposal Development	<ul style="list-style-type: none"> • Printing and Binding • Internet 	80 pgs×3×3	720
	Sub-total	1500ksh ×10months	15,360
Pilot Study	<ul style="list-style-type: none"> • Fare to and from the Pilot site. 	4,000×2	8,000
	<ul style="list-style-type: none"> • Material Production and Photocopies. 	600×5	3,000
	<ul style="list-style-type: none"> • Food, airtime and local transport. 	1000×7	7,000
	<ul style="list-style-type: none"> • Research Permit 	1,000	1,000
	Sub-total		19,000
Field Work (Data Collection)	<ul style="list-style-type: none"> • Local Transport and Fare. 	30,000	30,000
	<ul style="list-style-type: none"> • Food and accommodation. 	30×1000	30,000
	<ul style="list-style-type: none"> • Printing of Materials. 	5000	5,000
	<ul style="list-style-type: none"> • Other Miscellaneous Expenses. 	30,000	30,000
	Sub-total		95,000
Data Analysis	Data analysis.	20,000	20,000
Preparation of the report and Final Submission	<ul style="list-style-type: none"> • Printing of the work. 	3,000	3000
	<ul style="list-style-type: none"> • Hard Cover Binding. 	5×300	1500
	Sub-total		4,500
Grand Total			144,820

APPENDIX IX: RESEARCH APPROVAL FROM GRADUATE SCHOOL



KENYATTA UNIVERSITY GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke

Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 020-8704150

Internal Memo

FROM: Dean, Graduate School
TO: Abdimalik Ibrahim Farah
C/o Educational Management Policy
& Curriculum Studies Department
SUBJECT: APPROVAL OF RESEARCH PROPOSAL

DATE: 23rd April, 2019

REF: E55/37435/2017

This is to inform you that Graduate School Board, at its meeting of 18th April, 2019, approved your Research Proposal for the M.Ed. Degree Entitled, "Effect of Inter-clan Conflicts on Schools and Student's Academic Performance in Secondary Schools in Mandera County, Kenya".

You may now proceed with data collection, subject to clearance with the Director General, National Commission for Science, Technology and Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking forms per semester. The form has been developed to replace the progress report forms. The supervision Tracking Forms are available at the University's website and Graduate School webpage downloads.

Thank you.


JULIA GITU
FOR: DEAN, GRADUATE SCHOOL



CC. Chairman, Department of Ed. Mgt. Pol & Curriculum Studies

Supervisors:

1. Dr. Charity Limboro
C/o Department of Ed. Mgt. Pol & Curr Studies
Kenyatta University
2. Dr. Samson Kariuki
C/o Department of Ed. Mgt. Pol & Curr Studies
Kenyatta University

JG/nn

**APPENDIX X: RESEARCH AUTHORIZATION FROM
NACOSTI**



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

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

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/19/31603/30044**

Date: **17th May, 2019**

Abdimalik Ibrahim Farah
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Effect of inter-clan conflicts on schools and student's academic performance in secondary schools in Mandera County, Kenya*" I am pleased to inform you that you have been authorized to undertake research in **Mandera County** for the period ending **16th May, 2020**.

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

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.


DR. MOSES RUGUTT, PHD, OGW
DIRECTOR GENERAL/CEO


Copy to:


The County Commissioner
Mandera County.


The County Director of Education
Mandera County.

APPENDIX XI: RESEARCH PERMIT

THIS IS TO CERTIFY THAT: **Permit No : NACOSTI/P/19/31603/30044**
MR. ABDIMALIK IBRAHIM FARAH **Date Of Issue : 17th May,2019**
of KENYATTA UNIVERSITY, 43844-100 **Fee Received :Ksh 1000**
NAIROBI,has been permitted to conduct
research in Mandera County
on the topic: EFFECT OF INTER-CLAN
CONFLICTS ON STUDENT'S ACADEMIC
PERFORMANCE IN SECONDARYS
SCHOOLS IN MANDERA COUNTY, KENYA.
for the period ending:
16th May,2020




.....
Applicant's Signature


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

**APPENDIX XII: RESEARCH AUTHORIZATION FROM MINISTRY OF
INTERIOR, COUNTY COMMISSIONER'S OFFICE, MANDERA COUNTY**

THE PRESIDENCY



MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL GOVERNMENT

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

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

Ref No: CC/MDR/RM.71/ VOL I (147)

20th May, 2019

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

RE: RESEARCH AUTHORISATION – ABDIMALIK IBRAHIM FARAH

Reference is made to your letter dated 17th May, 2019 reference number NACOSTI/P/19/31603/30044 on the above subject matter.

The above named reported to the County Commissioner, Mandera on 20th May, 2019. As per your letter, authority has been granted for him to carry out research on "*Effect of inter-clan conflicts on schools and student's academic performance in secondary schools in Mandera County Kenya*" For the period 16th May, 2020.

Kindly be informed.



KUTSWA OLAKA
COUNTY COMMISSIONER
MANDERA COUNTY

Cc
All Deputy County Commissioners
MANDERA

**APPENDIX XIII: RESEARCH AUTHORIZATION FROM
MINISTRY OF EDUCATION, MANDERA COUNTY**

MINISTRY OF EDUCATION
STATE DEPARTMENT OF BASIC EDUCATION

Telephone: Mandera 2018/2239
When replying please quote

REF: EDM/MCT/2.01/VOL I (121)



COUNTY DIRECTOR OF EDUCATION,
MANDERA,
P.O. BOX 30-70300,
MANDERA.

DATE: 21st May, 2019.

TO WHOM IT MAY CONCERN

RE: ABDIMALIK IBRAHIM FARAH
NACOSTI/P/19/31603/30044

This is to Introduce to you the above named who hails from KENYATTA UNIVERSITY and National Commission for Science, Technology and Innovation (NACOSTI) and intending to carry out a research on "*Effects of Inter-clan conflicts on schools and student's academic performance in secondary schools in Mandera County, Kenya*" and have been authorized to undertake the same in **Mandera County** for the period ending 16th May, 2020.

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

Thank you.

A handwritten signature in blue ink, appearing to read 'Hussein Mohamed'.

HUSSEIN MOHAMED
FOR COUNTY DIRECTOR OF EDUCATION
MANDERA.

