EFFECTS OF ARMED CONFLICTS AND INSECURITY ON SCHOOL PERFORMANCE, A CASE OF PRIMARY SCHOOLS IN KAPCHEROP DIVISION, ELGEYO MARAKWET COUNTY, KENYA

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E55/CE/22812/2010

A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL MANAGEMENT, POLICY AND CURRICULUM STUDIES, SCHOOL OF EDUCATION FOR THE AWARD OF MASTER OF EDUCATION DEGREE OF KENYATTA UNIVERSITY

DECEMBER 2014
DECLARATION

I declare that this study is my original work and has not been submitted to this or any other university for any Undergraduate or Graduate degree.

[Signature]

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# Table of Contents

DECLARATION ........................................................................................................... ii

ACKNOWLEDGEMENT ............................................................................................... iii

TABLE OF CONTENTS ............................................................................................... iv

LIST OF FIGURES ....................................................................................................... viii

LIST OF TABLES .......................................................................................................... ix

ACRONYMS AND ABBREVIATIONS ........................................................................... x

ABSTRACT .................................................................................................................. xi

CHAPTER ONE: INTRODUCTION ............................................................................... 1

1.0 Introduction .......................................................................................................... 1

1.1 Background to the Problem ................................................................................. 2

1.2 Statement of the Problem .................................................................................... 4

1.3 Purpose of the Study ......................................................................................... 5

1.4 Objectives of the study ..................................................................................... 5

1.5 Research Questions ............................................................................................ 5

1.6 Significance of the study .................................................................................. 6

1.7 Assumptions of the Study ................................................................................ 7

1.8 Delimitations of the Study ................................................................................ 7

1.9 Limitations of the Study ................................................................................... 8

1.10 Theoretical Framework .................................................................................... 9

1.11 Conceptual Framework ................................................................................... 13

1.12 Operational Definition of Key Terms .............................................................. 15

CHAPTER TWO: LITERATURE REVIEW .................................................................. 16

2.1 Sources of Conflict between Marakwet and Pokots ........................................ 17

2.2 Education Standards in Marakwet West and East district .............................. 19

2.3 Education as a Right during Armed Conflicts and Insecurity ....................... 20

2.4 Promoting Access to Education ....................................................................... 21

2.5 Inclusion and Protection ................................................................................... 22

2.6 Promoting Quality in Schools ......................................................................... 23

2.7 Strengthening Education Systems to Improve Access, Quality and Protection 25
CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction ......................................................................................................................81
5.1 Summary of the study findings .........................................................................................81
5.2 Conclusions ........................................................................................................................84
5.3 Recommendations ............................................................................................................85
  5.3.1 Provision of Security by the State to its Citizens .........................................................85
  5.3.2 Disarmament and Control of Arms .............................................................................86
  5.3.3 Sustainable Development Programs ..........................................................................86
  5.3.4 Improvement of Education .........................................................................................87
  5.3.5 Road and General Infrastructure .................................................................................88
  5.3.6 Youth and Women Tailored Projects .........................................................................88
  5.3.7 Awareness and Sensitization on Conflict and Peace Building .....................................89
  5.3.8 Community based Mediation, Dialogue and Peace initiatives ........................................89
  5.3.9 Establishing and strengthening existing Peace Building Structures ................................90
  5.3.10 Resettlement of displaced Families and Rehabilitation of Destroyed Public Utilities .................................................................90
5.4 Suggestions for Further Research ......................................................................................90

REFERENCES ............................................................................................................................91

APPENDICES .............................................................................................................................95
Appendix I: Prior Informed Consent Sheet for Research Participants ........95
Appendix II: Consent Form .........................................................................................................97
Appendix III: Pupil Questionnaire ............................................................................................98
Appendix IV: Teacher Questionnaire .........................................................................................100
Appendix V: Chief or Sub Chief Questionnaire .......................................................................106
Appendix VI: Sample Size Determination Table .....................................................................110
Appendix VII: Arid and Semi-Arid areas in Kenya ....................................................................111
Appendix VIII: Abandoned Shopping and Health Centres ......................................................112
Appendix IX: Deforested Areas ................................................................................................113
Appendix X: Poor Road Network ..............................................................................................114
Appendix XI: Dilapidated Schools ............................................................................................115
CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

5.1 Summary of the study findings

5.2 Conclusions

5.3 Recommendations

5.3.1 Provision of Security by the State to its Citizens

5.3.2 Disarmament and Control of Arms

5.3.3 Sustainable Development Programs

5.3.4 Improvement of Education

5.3.5 Road and General Infrastructure

5.3.6 Youth and Women Tailored Projects

5.3.7 Awareness and Sensitization on Conflict and Peace Building

5.3.8 Community based Mediation, Dialogue and Peace initiatives

5.3.9 Establishing and strengthening existing Peace Building Structures

5.3.10 Resettlement of displaced Families and Rehabilitation of Destroyed Public Utilities

5.4 Suggestions for Further Research

REFERENCES

APPENDICES

Appendix I: Prior Informed Consent Sheet for Research Participants

Appendix II: Consent Form

Appendix III: Pupil Questionnaire

Appendix IV: Teacher Questionnaire

Appendix V: Chief or Sub Chief Questionnaire

Appendix VI: Sample Size Determination Table

Appendix VII: Arid and Semi-Arid areas in Kenya

Appendix VIII: Abandoned Shopping and Health Centres

Appendix IX: Deforested Areas

Appendix X: Poor Road Network

Appendix XI: Dilapidated Schools
Appendix XII: Abandoned Homesteads ................................................................. 116
Appendix XIII: Time Frame for the Study ........................................................... 117
Appendix XIV: Research Budget ....................................................................... 118
Appendix XV: Research Approval ..................................................................... 119
Appendix XVI: Research Authorization and Introductory Letter......................... 120
Appendix XVII: NACOSTI Research Authorization ............................................. 121
Appendix XVIII: Research Permit ..................................................................... 122
LIST OF FIGURES

Figure 1.1: Conceptual framework showing the relationship between the effects of armed conflicts and insecurity on school performance in Kapcherop division, Marakwet district, Elgeyo-Marakwet County. ........................................13

Figure 3.1: Graphical representation showing population figures of males, female and households’ composition for four divisions in Marakwet West district ........................................................................................................................................30

Figure 4.1: Enrolment rates in 9 study schools by gender for the period (2009-2013) ........................................................................................................................................................................................................................................47

Figure 4.2: Average dropout rates in 9 study schools by gender (N=200) ..............52
LIST OF TABLES

Table 3.1: Population figures of Marakwet West district ........................................29

Table 4.1: Enrolment rates in 9 study schools by gender for the period (2009-2013). ................................................................. 45

Table 4.2: Retention and Completion rates in 9 study schools by gender for the period (2009-2013) ......................................................... 47

Table 4.3: Average dropout rates in 9 study schools by gender (N=200) ............... 50

Table 4.4: Responses of pupils on the other effects of armed conflicts and insecurity on their livelihoods (each effect is separate from the other) N=200 ................................................................. 54

Table 4.5: Responses of teachers on other effects of armed conflicts and insecurity on their livelihoods (each effect is separate from the other) N=27 ........ 55

Table 4.6: Responses of teachers on the effects of armed conflicts and insecurity on their morale (N=27, each effect is separate from the other) ............ 59

Table 4.7: Responses of pupils on the effects of armed conflicts and insecurity on their morale (N=200, each effect is separate from the other) ............ 62

Table 4.8: KCPE results of sample 9 primary schools in the division ............... 67

Table 4.9: Descriptive statistics of sample 9 primary schools in the division....... 67

Table 4.10: Teacher responses against yearly scores for 2010 ............................ 69

Table 4.11: Teacher responses against yearly scores for 2011 ............................ 70

Table 4.12: Teacher responses against yearly scores for 2012 ............................ 71

Table 4.13: Teacher responses against yearly scores for 2013 ............................ 72
# ACRONYMS AND ABBREVIATIONS

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Definition</th>
</tr>
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<tbody>
<tr>
<td>ANOVA</td>
<td>One Way Analysis of Variance</td>
</tr>
<tr>
<td>HIV/AIDS</td>
<td>Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome</td>
</tr>
<tr>
<td>IDP</td>
<td>Internally Displaced Persons</td>
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<tr>
<td>INEE</td>
<td>Inter Agency Network for Education in Emergency</td>
</tr>
<tr>
<td>NGO</td>
<td>Non Governmental Organizations</td>
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<tr>
<td>PPMC</td>
<td>Pearson Product Moment Correlation</td>
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<tr>
<td>UN</td>
<td>United Nations</td>
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<td>UNESCO</td>
<td>United Nations Educational Scientific and Cultural Organization</td>
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<td>UNHCR</td>
<td>United Nations Human Rights Council</td>
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<tr>
<td>UNICEF</td>
<td>United Nations International Children’s Emergency Fund</td>
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<tr>
<td>USAID</td>
<td>United States Aid</td>
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<tr>
<td>WCRWC</td>
<td>Women’s Commission for Refugee Women and Children</td>
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Armed conflicts and insecurity disrupts lives and livelihoods and impoverishes people and recovery from it can be slow. Education on the other hand increases labour productivity and wage rate of an individual and makes one have an identity both at social, cultural and political dimensions of his life. Education enables an individual to make most of other assets and negotiate new and difficult environments. People with education are more likely to have socioeconomic resilience during conflicts and insecurity; finding new livelihood options, adjusting to displacement and/or accessing safety and new livelihood options through migration. After periods of insecurity, these people are able to use their assets to rebuild their lives. The question is, “do people with education have a greater resilience during periods of conflict than those with none”? And this requires empirical research, testing and support to verify it. Many years of displacement, conflict and insecurity has seriously compromised education delivery as well as children’s capacity to learn in Kapcherop Division of Marakwet West District. While there is now relative peace except some pockets of armed robberies, there are many challenges facing effective provision of quality education, including those relating to recruitment, retaining and motivating staff and dealing with trauma as a result of conflicts and insecurity in and around the area of study. This study aimed at addressing the problems of armed conflicts and insecurity by providing firsthand information from selected respondents on how this vice has impacted negatively on their livelihoods both at their homes and schools around them and it has proposed armed conflicts and insecurity prevention and mitigating solutions that will help to curb the occurrence of these vices now and in the future as goes the cliché ‘prevention is better than cure’. The researcher used descriptive survey design and stratified sampling technique to collect data from the respondents in the division. Data was collected from pupils, teachers and chiefs/sub chiefs by using questionnaire, interview and observation methods of data collection. In conclusion, armed conflicts and insecurity in Kapcherop division has negatively affected education as there have been increased cases of dropouts and especially among the boys, low enrolment, retention and completion rates. Other areas worst affected by this problem include transport sector, health sector and environment among others. There should thus be a concerted effort by all the stakeholders in the division and beyond to look for ways to curb this problem and also put in place mechanisms that are aimed at ensuring that this problem never recurs again now and in the future. The study sought therefore to assist in contributing to the growing literature in this field by demonstrating the lasting effects of armed conflicts and insecurity on education for a large and diverse set of regions ravaged by this problem.
CHAPTER ONE

INTRODUCTION

1.0 Introduction

Education is a fundamental right – both an end in itself and an enabling right: access to quality education enables people to secure and enjoy other rights. When provided in safe learning environments, education can also play a vital role in the physical, cognitive and psychosocial protection of individuals affected by conflict and insecurity – particularly children and young people and in the long-term recovery of communities. Yet targeted attacks on learners, educators and infrastructure undermine the likelihood of delivering the life-saving and life-sustaining supports that education can afford. Given that several counties in Kenya affected by conflicts and insecurity are home to a significant proportion of those who are not able to receive education, the impacts of such attacks must be addressed if sustainable progress is to be made towards the achievement of education for all (EFA) (UNESCO 2006).

The inhabitants in these counties affected by conflict and insecurity are largely nomadic. They live primarily in arid and semi-arid areas and depend on livestock (cattle, sheep, goats and camels) for their livelihood. They also rely on access to pasture and water for the survival of their livestock. Such resources are scarce and under increasing pressure and must be shared among these pastoralist communities and this is the start of the whole problem of conflict and insecurity in these regions. Conflicts involving pastoralists are associated with resource competition, cattle rustling and easy availability of small arms from neighbouring war torn countries such as Uganda, Ethiopia, Sudan and Somalia (INEE 2000).
This study therefore sought to identify and examine the factors contributing to such conflicts, and discuss the issues and priorities for conflict prevention and peace building. On the basis of this examination, a number of conclusions and recommendations were proposed on ways in which the stakeholders could contribute to the concerted efforts of curbing armed conflicts and insecurity in the division.

The study used questionnaires, interview schedule and observation to collect information relevant to this study. Data was analyzed and conclusions drawn to determine the actual effect of conflict and insecurity on school performance in the division under study.

1.1 Background to the Problem

Pastoralists are some of the most marginalized people in Kenya, mostly having completely no say over what is affecting their lives. Pastoralists derive their livelihoods mainly from natural resources; pasture, water, natural vegetation and livestock. A reduced access to these resources, in particular, land and water, has put these pastoralists under intense pressure and as a result, they are increasingly finding themselves fighting for their survival (Crisp, J. et al, 2008).

Existence of physical boundaries across traditional migratory routes and wars in the neighbouring countries has always brought increased problems in accessing traditional grazing resources. Weapons entering Kenya from the neighbouring war torn countries such as Sudan (though lately there is relative calm) and Somalia are making cattle raids increasingly dangerous and sophisticated. Apart from the traditional raiding, conflicts and insecurity in the region has now taken an economic
and political perspective. There are allegations that economically powerful people are funding livestock thefts and politicians are encouraging armed conflicts leading to insecurity in these areas thus flushing out would be supporters of political opponents from their political strongholds. Conflicts affect the development and provision of essential services in pastoralists’ areas, through the disruption of local communities’ livelihood systems, by restricting access to natural resources and marketing systems, and also is one of the leading causes of spread of livestock diseases such as Foot and Mouth, East Coast Fever and Anthrax through raiding of infected animals. This is in addition to loss of livestock which is the main source of livelihood for these pastoralists (UNHCR, 2008).

Conflict leads to destruction of social amenities already put in place. For example, the education system is affected when teachers and learners are forced to withdraw from conflict stricken areas and the communities relocate their settlements for fear of being invaded. Education for children and the youth is affected and interrupted both in the short and long run (UNESCO, 2007).

Disruption of normal migratory patterns has led to unsustainable utilization of natural resources because the livestock owners tend to concentrate these livestock in secure areas resulting to environmental degradation, since the well watered areas are avoided due to insecurity. The use of top-down approach in solving problems of conflicts and insecurity in these areas without understanding the real causes and disregarding the traditional methods of conflict resolution, has led to the escalation of the problem rather than reducing it (Crisp, J. et al, 2008).
Therefore, there is an urgent need to empower pastoralists to influence decisions and policies that affect them in a positive manner and to proactively participate in development initiatives aimed at reducing the over dependence on livestock keeping and age old retrogressive practices in these areas which includes Marakwet West and East districts.

1.2 Statement of the Problem

The proliferation of small arms and light weapons is one of the biggest security challenges facing Kenya’s North Rift regions. The trafficking and wide availability of these weapons fuel instability conflicts and pose a threat, not only to security, but also to sustainable development. The widespread proliferation of small arms is contributing to alarming levels of armed crime in these regions affected which exacerbates armed cattle rustling.

Armed conflicts and insecurity cause major disruption of education systems leading to closure of schools, relocation of schools to safer areas which has had cost implications on the government and community members, mass transfer of students and teachers to safer areas for fear of losing their lives and stagnation of community improvement projects in the affected areas such as road networks, dispensaries and shopping centers which directly or indirectly contributes to the improvement of teaching and learning in schools in Kapcherop division.

It is on this basis that the researcher attempted to find out the effects of armed conflicts and insecurity on school performance in relation to enrolment rates, retention, completion and dropout rates of primary schools in Kapcherop division of Elgeyo-Marakwet County.
1.3 Purpose of the Study

The main purpose of this study was to find out the effects of armed conflicts and insecurity on primary schools’ performance in Kapcherop Division, Marakwet West district and to formulate and recommend action plans aimed at preventing and curbing the problem of armed conflicts and insecurity in the area of the study.

1.4 Objectives of the study

The objectives of the study were to,

i. Find out the effects of armed conflicts and insecurity on school enrolment, retention and completion of primary schools in Kapcherop division.

ii. Establish the effects of armed conflicts and insecurity on teacher and student morale in the area of study.

iii. Investigate the effects of armed conflicts and insecurity on school performance in primary schools in the division.

iv. Propose conflict and insecurity mediation, mitigation and prevention programs and strategies that can be put in place by the stakeholders in the division.

1.5 Research Questions

In order to understand and solve the problem of the study, the following research questions were answered;

i. What are the effects of armed conflicts and insecurity on school enrolment, retention and completion rates of primary school children in Kapcherop division?

ii. How has armed conflicts and insecurity negatively affected the student and staff morale in primary schools in the division?
iii. What relationship exists between the poor academic performance of primary schools in the division and the occurrences and prevalence of conflict and insecurity in Kapcherop division?

iv. What conflict and insecurity mediation, mitigation and prevention measures could be put in place to ensure that the problem of armed conflicts and insecurity in the division are controlled and prevented from occurring now and anytime in the future?

1.6 Significance of the study

By conducting a research on the effects of armed conflicts and insecurity on school performance of primary schools in Kapcherop division, the findings of the study;

i. Will help in identifying the problems associated with armed conflicts and insecurity in Marakwet East and West district and more specifically in the area of the study.

ii. Will assist education policy makers, community based conflict management organizations/associations and government agencies to formulate measures, policies, strategies and recommendations for curbing this menace and preventing future occurrences of armed conflicts and insecurity, which has affected various socio-economic areas/spheres of the inhabitants in the division and especially education.

iii. Will help generate and stimulate more research which will help us understand the dynamics of armed conflicts and insecurity, and also to document the findings and add to the existing literature since there is little literature available about this area.
1.7 Assumptions of the Study

The following are the assumptions of the study:

i. The respondents chosen for the study were all aware of the effects of armed conflicts and insecurity on academic performance in the primary schools around their locality.

ii. The research instruments used provided current, reliable, valid and accurate information about the phenomenon under study.

iii. The questionnaires were easy to understand and fill.

iv. The methods used to analyze the data collected were accurate, reliable and relevant to the study.

v. All the respondents chosen to participate in the study have been or are victims of armed conflicts and insecurity or are affected in one way or another directly or indirectly.

1.8 Delimitations of the Study

The problem of armed conflicts and insecurity is not exclusive to Kapcherop division but it is a problem that affects all other divisions in the two districts that is Marakwet East and West districts. Though there is relative calm in some of the divisions, Kapcherop division still grapples with the problem of conflict and insecurity due to being a metropolitan zone, and the division was the area that was “safe” when other areas was “burning”. Initially, the researcher had wanted to conduct the study in Tot, Tunyo, Kapyego and Kapcherop divisions but the researcher found out that it was not directly relevant and feasible to conduct the study in all these divisions within the stipulated period of time, yet Kapcherop division could easily produce the desired results.
From this analysis, the researcher specifically concentrated the study on the effects of armed conflicts and insecurity on school performance in relation to enrolment, retention, completion and dropout rates in primary schools in Kapcherop division in the past three years (2010-2013), by seeking information and engaging the services of pupils, teachers, the provincial administration and informers who acted as study guides.

1.9 Limitations of the Study

The following limitations were encountered by the researcher while carrying out the study;

i. There was little literature on armed conflicts and insecurity and its implication on human socio-economic existence.

ii. Lack of cooperation from the students, teachers and provincial administration due the fear of being hunted by the perpetrators of these vices for spying or revealing information on them.

iii. Financial constraints during and after the study since it involved a lot of travelling because of the vastness of the area of study and reproduction of various documents to successfully gather information for the study.

iv. High illiteracy levels among the inhabitants of the division making it difficult to administer questionnaires and interview method of data collection.

v. Large area to be covered by the study with several schools making the study cumbersome and tedious.
1.10 Theoretical Framework

The problem of armed conflicts and insecurity is based on Rational Choice and Deterrence Theory postulated by Cesare Beccaria and Jeremy Bentham (1987). Rational Choice Theory assumes that, human behaviour is guided by instrumental reason. Accordingly, individuals always choose what they believe to be the best means to achieve their given ends. Thus, they are normally regarded as maximizing utility, the "currency" for everything they cherish (for example: money, a long life, good education, moral standards and so on) (Clarke R.V, Felson M. 1993).

In seeking to understand the question, “why do people engage in criminal or deviant acts?” many people including researchers began to focus on the element of personal choice commonly based on a conception of rationality or rational choice. These conceptions are rooted in the analysis of human behaviour developed by the above classical theorists Cesare Beccaria and Jeremy Bentham. The central points of this theory are;

i. The human being is a rational actor,

ii. Rationality involves an end/means calculation,

iii. People freely choose all behaviour, both conforming and deviant, based on their rational calculations,

iv. The central element of calculation involves a cost benefit analysis; pleasure versus pain,

v. Choice, with all conditions equal, will be directed towards the maximization of individual pleasure,

i) Choice can be controlled through the perception and understanding of the potential pain or punishment that will follow an act judged to be in violation of the social good, the social contract
ii) The state is responsible for maintaining order and preserving common
through a system of laws and

iii) The swiftness, severity and certainty of punishment are the key elements
in the clearer understanding of a laws ability to control human behaviour
(Gul, 2004).

Owing to the perceived failure of rehabilitative technologies and the increase in the
officially recorded crime rates during the 1970’s and 1980’s in developed countries
and 1990’s in other countries, attention returned to an analysis of criminal decision
making process. Rational Choice Theory emerged.

"According to this view, law violating behaviour should be viewed as an event that
occurs when an offender decides to risk violating the law after considering his or her
own personal situation (need for money, how affluent the neighborhood is, personal
values, learning experiences) and situational factors (how well a target is protected,
how efficient the police happen to be). Before choosing to commit a crime, the
reasoning criminal evaluates the risk of apprehension, the seriousness of expected
punishment, and his or her immediate need for criminal gain (Siegel, p.131, 1992).
This perspective shifts attention to the act of engaging in criminal or deviant
activity. The issue becomes, what can be done to make the act of crime or deviance
less attractive to the individual? How can crime or deviant behaviour be
prevented?"….crime prevention or at least crime reduction may be achieved through
policies that convince criminals to desist from criminal activities, delay their actions,
or avoid a particular target.” (Siegel, p.133, 1992).
In trying to understand the applicability of this theory to armed conflicts and insecurity, it is important to note that all those individuals who engage in criminal activities such as raiding of animals, buying and selling of firearms and other petty crimes are rational persons and they freely choose to engage in these criminal acts. These individuals engage in these acts with intent of gaining economically and in the process either maiming or killing their subjects.

According to Wikipedia, the free encyclopedia, Education in its broadest sense is the means through which the aims and habits of a group of people lives on from one generation to the next. Generally, it occurs through any experience that has a formative effect on the way one thinks, feels or acts. In its narrow, technical sense, education is the formal process by which society deliberately transmits its accumulated knowledge, skills, customs and values from one generation to another in a classroom. Education is therefore supposed to inculcate values and attitudes that make individuals choose between bad and good either in school, at home or day to day life experiences. Examples of purpose of schools is to help individuals to develop reasoning about perennial questions, master the methods of scientific inquiry, cultivate the intellect and create positive change agents. The purpose and goal of the school is to teach learners (pupils and students) how to think.

Thinking can be defined as to have a conscious mind, to some extent of reasoning, remembering experiences and making rational decisions. It can also be defined as to employ one’s mind rationally and objectively in evaluating or dealing with a given situation. Rational Choice Theory postulates that, individuals are rational beings who should be able to rationally choose between conforming and deviant behaviour. Ability to develop this rationality is mostly developed through a formal process of
schooling which equips the individual to successfully think. There is need therefore, to ensure that the school environment is conducive enough to allow the imparting of relevant knowledge, skills and attitudes to learners efficiently and effectively. The educators should always teach learners to choose values that are positive, helpful to them and conforming to the society’s norms and values. This is fully achieved when the educators themselves are role models in the adherence to these conforming norms and values which they preach.

Individuals, students and pupils who choose deviant behaviours, should be informed of the potential pain or punishment that follows when they engage in such activities. The severity of the punishment should be clearly set out in documented policies, rules and regulations both by the school and state to help deter such individuals, students and pupils from engaging or choosing to engage in such deviant behaviours. As mentioned earlier, the school should be as conducive enough as possible to allow the achievement of its aims, goals and objectives. When there is conflict and insecurity in and around the school, then, what the school intends to achieve is compromised and this results in poor performance in our schools.

Therefore, measures should be put in place by the state that helps deter individuals who choose to engage in deviant behaviours through intensifying police patrols in areas known for criminal activities, building more police and administration police posts, setting up more anti-stock theft units in areas worst hit by cattle rustling, holding regular barazas by the provincial administration and encouraging mobile companies to build more network masks in areas prone to cattle rustling. These measures will not only prevent cattle rustling and its spillover effects but also help to detect such activities as early as possible before they are instituted by the cattle rustlers.
1.11 Conceptual Framework

The following conceptual framework represents the relationship between the independent, intervening and dependent variables that illustrate the effect of armed conflicts and insecurity thereof to school performance in primary schools in Kapcherop division and also other areas affected by these menace.

<table>
<thead>
<tr>
<th>Independent Variables</th>
<th>Intervening Variables</th>
<th>Dependent</th>
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<tbody>
<tr>
<td><strong>Armed Conflicts and Insecurity</strong></td>
<td>✓ Provincial Administration</td>
<td>A Safe Learning</td>
</tr>
<tr>
<td>✓ Availability of Small arms</td>
<td>✓ Ministry of Education</td>
<td>✓ Human Rights Groups and NGO's</td>
</tr>
<tr>
<td>✓ Measures to curb buying and selling of small arms</td>
<td>✓ Challenges faced in curbing the buying and selling of small arms.</td>
<td>Academic Performance</td>
</tr>
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</table>

**Source:** Researchers’ Own

Figure 1.1: Conceptual framework showing the relationship between the effects of armed conflicts and insecurity on school performance in Kapcherop division, Marakwet district, Elgeyo-Marakwet County.
Notes on Conceptual Framework

Armed Conflicts and Insecurity in Marakwet East and West districts and especially in Kapcherop division is fueled by ease in obtaining guns and ammunitions from neighbouring countries such as Somalia, Ethiopia and Sudan both by the locals and their neighbours, the Pokots. Initially, these arms were obtained as a protection tool but due to greed, the owners either hire them out to cattle rustlers or robbers within the community to be used to rob businessmen and locals of their property and sometimes to kill their adversaries.

Several measures have been put in place to curb the buying and selling of firearms in the community by sensitizing the locals through chief’s barazas and conducting seminars on alternative ways of wealth creation other than cattle rustling and engaging in petty robberies. Regular patrols have been intensified by regular and administration police aimed at curbing this trade on firearms and also the formation of human rights groups and NGO’s which concern themselves with educating locals on the negative effects of armed conflicts and insecurity to the various spheres of their lives and especially to education and businesses, which are worst hit by this problem. The ministry of education has also ensured that learning continues to take place despite the challenges faced by the sector as a result cattle rustling and its spillover effects, through posting of teachers to affected schools, provision of teaching-learning materials in the affected schools and making follow-ups on the state of schooling during this periods.

The various actions of these intervening variables, that is, the provincial administration, ministry of education and human rights groups and NGO’s to curb the trade on firearms in the division and neighbouring districts have led to safe
learning environment in the area under study, as the best alternative to pupils who wish to better their lives than choosing to engage in acts of cattle rustling through attending formal schools where they are taught positive values, attitudes and skills requisite for a better future.

1.12 Operational Definition of Key Terms

Conflicts- conflicts in this context refers to violent conflicts including civil and armed rebellion resulting from incompatible or opposing needs, drives, wish, or demands.

Deviant behaviour- is behaviour that is a recognized violation of social norms. Formal and informal social controls attempt to prevent or minimize deviance.

Education- education is the formal process by which society deliberately transmits its accumulated knowledge, skills, customs and values from one generation to another in a classroom.

Guardian- is a person who has a legal authority (and the corresponding duty) to care for the personal and property interests of another person, called a ward. Usually a person has the status of a guardian because the ward is incapable of caring for his or her own interests due to infancy, incapacity, or disability.

Insecurity- can be defined in this context as not adequately protected or guarded, unstable or shaky. It is also the state of being subject to danger or injury by some aggressors who wish to benefit from a particular situation.
CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction
At the World Education Forum held in Dakar in 2000, the worlds’ education ministers endorsed that all governments should promote or facilitate access to education for children within their territory, regardless of their status, and pledged themselves to meet the needs of education systems affected by conflict, natural calamities and instability and conduct education programs in ways that promote mutual understanding, peace and tolerance, and that help to prevent violence and conflict (INEE 2004).

A follow-up technical consultation in November 2000 led to the creation of Inter-Agency Network for Education in Emergencies (INEE), catering to institutions and individuals with an interest in education during conflict and insecurity. The governing body comprises UNHCR, UNICEF, UNESCO, the World Bank and leading NGO’s such as RED CROSS and SAMARITAN PURSE among others. This network organizes regional and global consultations, leading to the widely endorsed Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction (INEE 2004). These standards are currently being disseminated through regional training of trainers and subsequent national and local training.

Violent conflicts have had a very negative and severe impact on the communities that are involved resulting to loss of lives, property, displacement of large segments of the communities, disruption of socio-economic activities and livelihoods. Also
the increased hatred between communities, environmental degradation and the threat to water catchment areas, increased economic hardships because of loss of livelihoods, high levels of starvation and malnutrition among the displaced groups and unprecedented dependency syndrome on relief food are the main negative impacts of the increasing conflicts and insecurity in the affected areas (Brendan 2007).

The researcher observes that 70% of the displaced are women and children aged below 14 years. In addition to displacement, many women have been widowed by the conflicts further increasing their vulnerability to poverty and indignities, such as rape and other forms of violence. Marakwet East and West districts are among the ten poorest districts in Kenya in all development indices. School enrolment rates are far below the national average; majority of the people in the region depend on relief food and are malnourished. Mortality rates are so high as well are poverty levels (Mwaniki et al, 2007).

The community members have suffered immensely in the hands of bandits who heinously degrade, plunder and rape the region. 82% of the population concedes to have witnessed some form of conflict; land disputes, watering points, ethnic clashes, cattle rustling, political incitement and others (Brendan 2010).

2.1 Sources of Conflict between Marakwet and Pokots

The main causes of conflict observed include resource scarcity, inadequacy of socio-economic investment in the region, political incitement, gun-culture, ethnic animosity while animals and grazing lands represent the greatest potentials for
conflict. Cattle rustlers from the Marakwet and Pokots pose a significant threat to conflict as majority believes that they fuel the conflicts and insecurity in many areas. The gun culture has reflected negatively on this regions’ education standards. The prevalence of guns clearly increases insecurity in the two districts leading to falling education standards as most schools are abandoned and also loss of lives and property witnessed (Brendan 2007).

The district has not known sustainable peace since the advent of colonialism, and this is best reflected in their responses about peace. To them, peace is possession of a gun, or even revenge over killed relative or stolen animals. It thus comes not as a surprise when a larger percentage of the population concedes that they do not know the impact of peace in the two districts. Conflict is thus “institutionalized” within the community. It becomes a way of life so that the residents who do not support the raids are considered “exceptional and abnormal”.

The residents indicate that peace can only be realized if they are involved in peace initiatives. Targeting the youth in schools and other institutions creates a generation of persons who does not condone violence and insecurity, hence limiting the number likely to be drawn or used to violate other ethnic members of a community (Mwaniki et al, 2007).

In recent years, there has been great revival of interest in participatory development, gender equality, human capital development and good governance. Apparently, Africa is falling behind than the rest of the world in spite of its vast human and natural resources potential. The underlying yet crucial and endemic problem the
continent faces is the inability to turn weaknesses into opportunities, and threats into strengths for the common good of the people.

Weak leadership and governance gaps from both state agencies and local political class in such areas creates a fertile ground for incitement of locals by the politicians and other actors whom, residents see the state as unwilling to apprehend and prosecute successfully (Mwaniki et al, 2007).

2.2 Education Standards in Marakwet West and East district

Education standards in the two districts are low with 32% at primary level and 45% secondary level. The 10% difference of the population accessing college level training does not augur well for the community since it means they cannot have their children integrated into the national grid, thus isolating the district further. This also complicates the employment pattern, as a large number cannot be absorbed into the workforce since they hardly qualify.

The low population standards contribute to the large number of idle population in the area, which contribute to social evils in the society. The districts have a large population engaged in informal employment (69%) thus providing a fluid social security in the district. This semi-permanent employment pattern retains poverty as an ingrained variable in Marakwet East and West district and the North Rift region in general (Mwaniki, T.W, et al 2007).

Think about the major issues confronting the African continent this century. These include war, ethnic diversity and conflicts, insecurity and terrorism, population
pressures, environmental strains and climate change, poor human capital
development, inappropriate utilization of natural resources, poverty and income
gaps. For all these diverse problems, empowering women is part of the answer. Most
obviously, educating girls and bringing them into formal economy will yield
economic dividends and help address national and global poverty. Thus the
educating of girls and the provision of microfinance for rural and urban women can
pay huge dividends in terms of ending oppression and creating opportunities for
development (WCRWC 2004).

2.3 Education as a Right during Armed Conflicts and Insecurity

Education is a human right, important in itself and also ‘enabling’ access to other
devices. The Convention on the Rights of a the Child requires governments to
promote free and compulsory schooling at primary level, access to secondary
education, and access to tertiary education on the basis of capacity by appropriate
means (WCRWC 2006). In times of conflict and insecurity, it may be difficult to
meet these goals but they cannot be ignored because people displaced by war or
calamity accord high priority to restoring education – they see education as
important for the future of their children and their society. Education in any place
including Kapcherop division of Marakwet West district during conflicts and
insecurity can help to:

i. Provide a sense of normality,

ii. Restore hope through access to the ladder of education,

iii. Support psychological healing from traumatic experiences through structured

social activities in a ‘safe place’,

20
iv. Convey life skills and values for health and prevention of HIV/AIDS, gender equality and prevention of gender-based violence, conflict resolution, peace-building, responsible citizenship and environmental awareness,

v. Protect the investment that children, families and nation have made in children’s education,

vi. Provide protection for marginalized groups – minorities, girls, children with disability, out-of-school adolescents – often at risk of exploitative or unsafe work such as prostitution or recruitment by militias.

Responsibility for promoting children’s access to quality education rests primarily with national governments, as States Party to the Convention. However, in many crisis situations in developing countries, UN agencies and NGO’s are well placed to get assistance quickly to crisis-affected areas (Crisp et al.(2001), Sommers (2002), Burde (2005), World Bank (2005).

2.4 Promoting Access to Education

In conflict-affected areas, the education system may remain operational to some extent but enrolment and quality suffer. Teachers migrate from the countryside, and distribution of teaching learning materials to far-flung areas is very difficult.

Support to early reconstruction should include capacity-building for national or local structures, according to need. In war-affected rural areas, educational reconstruction is difficult logistically, with the need to establish or support small schools in many remote locations. Infrastructure can be very simple initially – many emergency schools are temporary structures made of plastic sheeting or local materials. Schools for displaced populations should, where possible be located so that they can be used
after the IDPs have left. Furniture is not a first priority either, the urgent task is to empower teachers from the affected community through supply of educational materials and in-service training (Sinclair 2002).

2.5 Inclusion and Protection

The biggest constraint on access, after insecurity, is usually poverty. Even where education materials and books are provided by the school and there are no official fees, the students may lack clothes that are considered decent, and cannot afford the various ‘facilities fees’. Instead of attending school, children or adolescents may have to contribute to household livelihood through paid or unpaid work, scavenging, or having to take care of younger siblings or sick relatives. Moreover, families often do not see girls’ education as a priority when money is scarce (Nicolai and Triplehorn 2003).

For this reason, school uniforms should not be insisted upon during emergencies; rather, consideration may be given to distributing cheap clothing to those who need it. Increased access requires increased resources – to ensure that schools provide the required educational materials and books. Fee exemption and offering of incentives to affected students should be enhanced to help them offset the indirect costs of attending school. School meals have a similar effect whereas scholarships for upper primary and secondary school can be considered in prolonged situations, and if the funding is external, then the scheme needs to be time-limited.

If the aim is Education for All, then further resources are needed to reach the marginalized groups. Essentially, a community mobilization team is needed which
can work with parent-teacher associations, school management committees, youth and women’s groups to help enroll children from the poorest families and those with disability to provide the material necessities and remedial tuition needed to keep them in school. Youth can play an important role in prioritizing education and training needs of young people (WCRWC, 2001, 2002, 2005).

The ladder of educational opportunity needs to be open, since children may not see the point of completing primary school if there is no access to secondary school, and even completed primary school often does not give sustainable literacy and numeracy. Basic education increasingly includes lower secondary education and young people affected by emergencies can benefit from having this activity to occupy them constructively (Paris: UNESCO-IIEP, 2009).

2.6 Promoting Quality in Schools

In crisis situations, school shelter begins with plastic sheeting and is hopefully upgraded later to semi-permanent materials or permanent quality buildings. There are frequent interruptions to schooling in crisis situations, and education in emergencies should seek to achieve the various educational goals and objectives including psychosocial needs and conveying key messages and skills. Likewise, class size should be monitored, since children affected by crisis may have difficulties in concentrating or may suffer from lack of support at home, and so need the maximum attention from teachers (INEE 2004).

School furniture is not the top priority but education materials are. Education in the first few weeks preceding a crisis includes setting up temporary learning spaces with
minimal infrastructure, reopening schools, and starting the reintegration of teachers and children by providing teaching and learning materials and organizing semi-structured recreational activities. Subsequently, emphasis is given to learning materials, teacher training and motivation, provision of clean water and adequate sanitation measures, with the aim of resuming quality education for literacy, numeracy and life skills such as prevention of HIV infection and sexual abuse, conflict resolution and hygiene (UNICEF, 2005).

Teachers are key to quality education but in emergencies many are new to the profession, untrained and lacking in confidence (Winthrop and Kirk, 2005). Hence a quick way of assessing programme quality is to look at the resources allocated to teacher training and as well as teacher remuneration so that they are motivated to work under the difficult situation existing. In displacement situations, teachers may volunteer their services, but in all settings, quality education requires teachers to be paid at least the ‘income forgone’ from spending their time in school rather than on the next best alternative (Brendan 2007).

Regarding curriculum, the aim should be to continue with the existing national curriculum. The curriculum should also be enriched with elements relating to crisis, such as health measures and environmental awareness. UNHCR has developed an innovative peace education, active listening, emotional awareness, empathy, inclusion, cooperation, assertiveness and negotiation skills as well as and life skills programme which has been helpful in various internal displacement cases in the country.
2.7 Strengthening Education Systems to Improve Access, Quality and Protection

Armed conflicts and insecurity leads to weakening of local educational administration. In situations of reconstruction, top priority should be given to capacity building for ministry, provincial and district levels of educational management with provision of needed equipment. The responsibility of such strengthening of education systems should be a primary focus of the government. The focus on school provision should not distract from the need in many post conflict situations for strengthening national and regional capacity in teacher training, curriculum renewal and a continued initiative to update the curriculum in tandem with the dynamic societal needs, expectations and aspirations (Smith and Vaux, 2003).

2.8 Developing and Maintaining Access

Developing and maintaining access to education of populations affected by armed conflicts and insecurity, helps affected children and adolescents to see a positive future in all their misfortunes. Often, these children have already suffered from poor educational and economic opportunities and such fissures in the society lay future foundations and fertile grounds for future disaster. If Education for All can become a reality for the young people at the fault lines of armed conflicts and insecurity, then the whole society has a better chance of peace and prosperity. If the education itself promotes skills for peace and citizenship, then the chances of a better future may be enhanced (Sinclair, 2004).
2.9 Summary

Educating girls is one of the most effective ways of fighting poverty, marginalization and under-development resulting from conflicts and insecurity in any place. Most authors argue that one way to soothe some conflict-ridden or underdeveloped societies like Marakwet and its neighbours is to bring women and girls into schools, workplace, government, markets and business, partly to boost the economy and partly to ease the testosterone-laden values of African societies. Building a human capital base and ensuring a healthy society is key to improving production and giving added value to the natural resources base of the country.

Education is considered as one of those achievements which translate into change. Education alone may not produce change if other factors or the will for development is not accelerated in other social, economic and political areas. Development must create employment and enable people participate in the production of goods and quality service delivery therefore engaging everyone leading to people being productive, and as a result reducing cases of armed conflicts and insecurity. Knowledge is power. Not being armed with knowledge, the people will continue to swim in darkness and be constantly exploited by those who have a mastery of knowledge, information, science and technology as inputs to the transformation process.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction
This chapter discusses the research design, study locale, study population, the sample size and sampling techniques, research instruments used to obtain the data, pilot study which was used to test the validity and reliability of the design to reveal deficiencies before time and resources are expended. It also presents the data collection techniques, methods of data analysis and the logical and ethical considerations governing the whole process of data collection, analysis and presentation.

3.2 Research Design
Orodho (2003) defines research design as the scheme, outline plan that is used to generate answers to research problems. A research design can be regarded as an arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance with the research purpose. It is a conceptual structure within which the research is conducted. It constitutes the blueprint for the collection, measurement and analysis of data (Kothari 2003). Mugenda and Mugenda (1999) noted that a research design is a systematic inquiry into which the researcher does not have direct control of the independent variables because their manifestation has already occurred.

The research design used in the study was descriptive survey. According to Orodho and Kombo (2002), descriptive survey can be used when collecting information about people's attitudes, habits or any other variety of education or school issues. By
using descriptive survey design, the researcher used stratified random sampling
technique which involved dividing the population into three strata entailing the
pupils, the teachers and the provincial administration (chiefs and sub chiefs) because
these subgroups in the population were likely to differ substantially in their
responses or behavior therefore aiding precision during data collection. This
technique also had the advantage of requiring a small sample size which saved a lot
of time, money and effort of the researcher.

3.3 Study Locale

The research was carried out in primary schools in Kapcherop division, Marakwet
West district, Elgeyo-Marakwet County. Marakwet West district borders Eldoret
East and Trans-Nzoia West districts to the West, Keiyo North to the South, and
Marakwet East to the North and Baringo East district to the East. Kapcherop
Division too borders Chebiemit division and Kapsowar division both to the East of
the district. It is located 133 km from Eldoret through Iten-Cheptongei-Kapcherop
road and lies between Longitudes 35° 11' and 35° 43' East and Latitudes 0°50' and
1°19' North.

Marakwet West district has three distinct topographical regions:

i. Highlands - Tropical Alpine Upper Highland

ii. Escarpment - Upper Midland & Lower Highland and

iii. Valley - Range Land Zone

(Source: Ministry of Agriculture- D.A.O, Marakwet West district)
Kapcherop division lies in the Tropical Alpine Upper Highland with several cash crops such as tea, coffee and potatoes cultivated by its inhabitants as well as cattle, goat keeping and sheep rearing. Cattle and goat keeping and sheep rearing is done in large scale in the division making the area susceptible to frequent cattle, goats and sheep raids by the neighbouring communities bordering the division and especially the Pokots.

According to the 2009 population and house census, Marakwet West district had a population of 108,442 persons of which 54,080 are male and 54,362 are female. Population density is approximated to be 115 persons per km². Majority of this population is found in Kapcherop division hence making it the highly populated division in the district.

The table below provides an overview of the population figures of Marakwet West district as explained above.

<table>
<thead>
<tr>
<th>District</th>
<th>Division</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>Households</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marakwet</td>
<td>Kapsowar</td>
<td>12,473</td>
<td>12,950</td>
<td>25,423</td>
<td>5,180</td>
</tr>
<tr>
<td>West</td>
<td>Kapcherop</td>
<td>27,068</td>
<td>26,666</td>
<td>53,734</td>
<td>10,354</td>
</tr>
<tr>
<td></td>
<td>Chebiemit</td>
<td>11,346</td>
<td>11,451</td>
<td>22,797</td>
<td>4,331</td>
</tr>
<tr>
<td></td>
<td>Tunyo</td>
<td>3,193</td>
<td>3,295</td>
<td>6,488</td>
<td>1,654</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>54,080</td>
<td>54,362</td>
<td>108,442</td>
<td>21,519</td>
</tr>
</tbody>
</table>

3.4 Study Population

A population is a group of individuals, objects or items which samples are taken for measurement. A population refers to an entire group of persons or elements that have at least one thing in common (Kombe and Tromp, 2006). According to Mugenda and Mugenda (1999), 30% of a population is large enough to represent the important characteristics of the target population which is the study sample.

The study was conducted in selected primary schools in Kapcherop division. The division has a total of 19 public primary schools and 7 private academies with a total population of 7,732 pupils and 274 teachers. Out of these 7,732 pupils, 3,856 are boys and 3,876 are girls. To be able to obtain accurate information, the researcher
generated questionnaires for each category as well as the provincial administration. There are 10,354 households in Kapcherop division according to the 2009 population census and this provided a useful source of information for the study when the researcher was using the interview and observation methods of data collection.

3.5 Sample Size and Sampling Techniques

3.5.1 Sample Size

Determining sample size is a very important issue because samples that are too large may waste time, resources and money, while samples that are too small may lead to inaccurate results. There are various formulas for calculating the required sample size based upon whether the data collected is to be of a categorical or quantitative nature. These formulas require knowledge of the variance or proportion in the population and a determination as to the maximum desirable error, as well as the acceptable Type I error risk. The researcher used a table (by research advisors, in the list of tables) to determine the appropriate sample size for the study. For the 7,732 pupils which represented the whole population, the sample size for the study from the table was chosen with a confidence level of 95% and a margin error of ±2.5%, therefore giving us a sample size of 200 pupils, while 30 teachers were chosen for the study from different schools with a margin error of ±2.5% and a confidence level of 95%. The researcher randomly selected locations and sub locations that he felt could provide relevant information about the study.
3.5.2 Sampling Techniques

The researcher used the stratified sampling technique to collect data from the respondents in the division from the various strata identified for the study. In stratified sampling technique, the researcher divided the population into homogenous groups comprising of pupils’ questionnaires, teachers’ questionnaires and chiefs’ or sub-chiefs’ questionnaires where each stratum played a specific role in the data collection process with similar or different questions employed for each stratum. Using this method enabled the researcher to include units in the main group and thus gave him a more reliable representative hence reducing the error of margin due to sampling. Stratified sampling too provides greater accuracy and is less expensive because a smaller sample often provides greater precision since a proportionate stratified sampling includes the group’s percentages as the occur in the population, there is no danger that any one group will have a disproportionate representation in the study.

3.6 Research Instruments

A research instrument is a device or a tool designed to measure variable(s), characteristic(s) or information of interest often a behavioural or psychological characteristic (Lissitz 2009). A research instrument can also be said to be what a researcher uses to collect information in a qualitative and quantitative field study. This helped the researcher to keep track of what to collect, observe, how to report it and hence was both valid and precise. Choice of a research instrument was based on several factors which the study aimed to achieve and this choice was carefully done, to ensure that all relevant information for the study was duly collected. These factors include and not limited to; a well-tested factorial structure, validity and reliability,
availability of supportive materials and technology for entering, analyzing and interpreting results, availability of normative data as reference for evaluating, interpreting or placing in context individual test scores, applicability to a wide range of participants, was also used as a personal development tool or exercise, user friendliness and administrative ease, does it require permission from the owner to use it, financial cost and last but not least the amount of time required to administer and retrieve it for analysis. Basing on the above factors, the researcher used questionnaires, interviews and observation methods as the preferred research instruments for the study.

### 3.6.1 Questionnaires

A questionnaire is a series of questions asked to individuals to obtain statistically useful information about a given topic. Questionnaires are a valuable method of collecting a wide range of information from a large number of individuals, often referred to as respondents. Adequate, proper construction and responsible administration is critical to the success of a study and statements made thereof about specific groups or people or entire populations. Inappropriate questions, incorrect ordering of questions, incorrect scaling, or bad questionnaire format can make the study valueless, at it may not accurately reflect the views and opinions of the chosen respondents in Kapcherop division. This study used group-administered questionnaire containing a set of questions on information the researcher wanted to obtain from the respondents selected for the study. There were three distinct questionnaires for the pupils, the teachers and provincial (chiefs and sub chiefs) administration with similar or different sets of questions concerning the area of study. Group-administered questionnaires are useful instruments for collecting data.
from a sample of respondents who are naturally brought together for the purpose. This type of instrument allowed each member of the group to complete his or her own questionnaire and return it to the researcher on completion. Response rates using group-administered questionnaires were found to be higher than the other types of questionnaires though in some instances, the researcher had to make the questionnaire interviewer-completed especially when collecting data from some chiefs’ and sub-chiefs’ because of the nature of busy schedules of their work in the area, a technique that was supported by Mugenda and Mugenda (1999). While using interview method for the chief’s and sub-chief’s, the researcher interpreted the questions in a manner in which the they would easily understand, and at times language translations was necessary especially when the researcher was administering pupil questionnaires because some pupils could not comprehend some specific questions that were being asked. This was done to ensure that pupils gave the right responses useful for the study.

3.6.2 Interviews

Interview is an important data gathering technique involving verbal communication between the researcher and the participants. It is particularly useful for gathering the story behind participants’ experiences where the interviewer can pursue in-depth information around the topic. Interviews may be useful as a follow-up to certain respondents’ questionnaires, e.g., to further investigate their responses (McNamara, 1999).

The researcher used two types of interviewing, that is, the completely unstructured method where each participant was allowed to talk freely about what they wish and
feel important for the study and the highly structured interview method in which the participant responses were limited to answering direct questions. To influence the depth and freedom with which a participant responded, the researcher ensured that the research questions were properly phrased while at the same time encouraging lengthy and detailed replies, and also in some instances short and specific responses.

3.6.3 Observation

Observation is a natural process. We do it all the time. We look at and listen to people. We infer meanings, characteristics, motivations, feelings and intentions. We “know” when someone is sincere or not and we can feel whether or not someone is telling the truth. Objectivity was therefore a guiding principle when conducting this research or study based on the observation method. Some of the known obstacles to objectivity in collecting data in observation research include personal interest, early or premature decisions and personal characteristics (emotions, prejudices, values and physical condition) which the researcher tried to transcend.

The researcher used this method of data collection because in some parts of the division, you may find that there are remains of burned houses, abandoned homesteads, poor road network and general underdevelopment in the area. Both sexes were equally affected, where the boys drop out of school to recruit in cattle rustling and petty thefts assignments whereas the girl-child dropped out of school due to pregnancies and other insecurity related problems such as rape, forced early marriages and cultural believes concerning the educated girl child. The researcher also took photographs of burnt premises to emphasize the effect of conflict and insecurity on social and economic development of area under study.
3.7 Pilot Study

A pilot, or feasibility study, is a small experiment designed to test logistics and gather information prior to a larger study, in order to improve the latter's quality and efficiency. A pilot study can reveal deficiencies in the design of a proposed experiment or procedure and these can be addressed before time and resources are expended on large scale studies. A good research strategy requires careful planning and a pilot study will often be part of this strategy. A pilot study is small in comparison with the main experiment and therefore can provide only limited information on the sources and magnitude of variation of response measures. A pilot study was therefore conducted to assess the feasibility of the process that was key to the success of the main study. To be able to assess the effect of conflict and insecurity in the division, researcher conducted a pilot study to assess its effects on enrolment, retention and dropout rates of primary school pupils in Kapyego division which has almost the same characteristics as the area of study. The pilot study provided the understanding of the data collection tools such as the questionnaires, interview and observation methods. It also enabled the researcher to determine the length of time required to fill these data collection tools. The pilot study also helped to ascertain the time and resource problems that could occur during the study. For example, to determine the willingness and capacity of the respondents to contribute to the study, how much time it takes to administer each data collection tool, which method the researcher will use to commute to the homes, shopping centers and schools to collect the data and will the respondents have time to respond to the process of data collection using the various instruments for obtaining the relevant information? The pilot study therefore provided a good ground to easily and with less difficulty collect information that was relevant for the study.
Lastly, the pilot study intended to cover potential human and data management problems such as the challenges the respondents have (illiteracy levels, fear of victimization and unwillingness to respond to some issues they perceive as sensitive) that could hinder the study process, which include, varying data sources, data collected showing too much variability and the safety of the researcher while collecting data in the division. The pilot study helped the researcher to put in place mechanisms that ensured that these problems were curbed to successfully address the problem of conflict and insecurity in Kapcherop division, Marakwet East and West districts and North Rift as a whole.

As a conclusion, in conducting a pilot study, the researcher was provided with an opportunity to assess the feasibility of the large scale study to enhance the likelihood of its success hence avoiding doomed main studies. The researcher properly designed the pilot study with clear feasibility, clear analytical plans and an explicit criterion for determining the success of the pilot study. The key indicators of the quality of a measuring instrument are the reliability and the validity of the measures. The process of developing and validating an instrument is in large part focused on reducing error in the measurement process (Lancaster 2004).

### 3.7.1 Validity

This is the extent to which the interpretations of the results of a test are warranted, which depends on the particular use the test is intended to serve. We never say an instrument is valid or not valid, we say it is valid for a specific purpose with a specific group of people. Validity is specific to the appropriateness of the interpretations we wish to make with the scores. Validity asks the question, “Does the instrument measure what you want it to measure?” An instrument that is valid
for a specific situation or audience may not be valid for a specific situation or for a different audience. To ensure validity of the instruments for collecting data, the researcher ensured that the questionnaires were properly constructed and sequentially arranged so that it covered all the sections that were pertinent to the study, and that the content of the questionnaire covered is within the scope of each subgroup, that is, the pupils, the teacher and provincial administration. Piloting of these questionnaires was important because it enabled the researcher to make additions and corrections on issues that aided the study to achieve its objectives.

3.7.2 Reliability

Reliability of an instrument concerns the extent to which the instrument yields the same results on repeated trials. Although unreliability is always present to a certain extent, there will generally be a good deal of consistency in the results of a quality instrument gathered at different times. The tendency toward consistency found in repeated measurements is referred to as reliability (Carmines and Zeller, 1979). It is also defined as the extent to which an instrument measures what is supposed to. Reliability asks the question, “Does the instrument consistently give the same results with the same group of people under the same conditions?” Other words that are used synonymously with reliability are accuracy, dependability, consistency and stability.

During the pilot study, the researcher used test-retest method where the instruments were administered twice to the same respondents; the researcher did this in a particular day in the morning and in the afternoon. The researcher calculated the reliability of the pupils, teachers and provincial administration questionnaires using
Pearson's Product Correlation Coefficient (r). The Pearson's Product Correlation Coefficient (r) formula used was,

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

The correlation coefficient (r) obtained after the calculation for the three questionnaires was values ranging 0.712 to 0.720 which tends to 1 and therefore showing that the questionnaires were reliable to collect data for the study. Also, by using test-retest method, the researcher was assured of accuracy, stability and consistency of data collected during the pilot study and also thereafter when the researcher embarked on final data collection and analysis process.

3.8 Data Collection Techniques

The choice of the method of data collection in this study was influenced by the data collection strategy, the type of variables in the study, the required accuracy, the collection point and the skills of the researcher while administering these instruments. The main data collection methods used in this study included;

3.8.1 Questionnaire Method

A questionnaire requires respondents to fill out forms for themselves, and so requires a high level of literacy. Kapcherop division is a metropolitan area where multiple languages are common; questionnaires were prepared using the major language which is common to all, that is, English. Special care was taken in some cases to ensure accurate translations to some respondents who were illiterate and could contribute immensely to the study. In order to maximize return rates, the questionnaires were designed by the researcher such that they were simple and as
clear as possible, with targeted sections and questions. Most importantly, questionnaires were made as short as possible.

### 3.8.2 Interview Method

In interview method, the researcher obtained information through inquiry and recorded the findings using the structured and unstructured interview methods. Structured interviews were conducted with a well-designed form established and filled by the researcher, instead of the respondents. While this method seemed to be expensive and more complicated, sensitive questions were asked and the data collected was validated by comparing it with information collected from other respondents and therefore improving data quality. To be able to collect as much information on conflict and insecurity in the division and effects on school performance, the researcher used the unstructured interview method where respondents were allowed to talk freely about the area under study while the researcher recorded the reactions using hand held tape recorder for later analysis. This was helpful because some respondents were not free on several issues that were important for the study.

### 3.8.3 Observation Method

This method was used to validate the questionnaire and the interview methods. To be able to make meaningful observation, the researcher read widely on best observation practices that enable him obtain objective and meaningful data and information. To make meaningful observations as well, the researcher spend about three weeks with the target population, both observing their behaviour and participating in their practices and this contributed to effective collection of data required for the study.
3.9 Methods of Data Analysis

Data analysis incorporated the use of descriptive statistics which entailed the use of Frequencies, Percentages and Mean, Skewness, Kurtosis, Variance and also inferential methods of data analysis where the researcher used PPMC and ANOVA. Descriptive method of data analysis is helpful in analyzing quantitative data, that is, information obtained from the respondents expressed in a numerical form. This will involve recording the number of students enrolled, retention and dropping out of school due to the effects of conflicts and insecurity. The data obtained from the study will be analyzed using Microsoft Excel to generate or obtain measures of central tendency and measures of dispersion, ANOVA and PPMC. Measures of central tendency provide some indication of the size of average or typical enrolment, retention and drop-out rates in the division, while measures of dispersion indicate the extent to which the data collected by the researcher cluster around the average or are spread out. To effectively understand the data collected through the above methods of data analysis, the researcher used histograms and bar charts to represent the data collected from this study. Inferential method of data analysis was also used to analyze data obtained by observation method during the study to reinforce the questionnaire and interview methods of data collection.

3.10 Logical and Ethical Considerations

Interviews of participants met the general protocols and procedures for interviewing and oral history. The proposed study ensured that informed consent was obtained from participants. They needed full information about the research including the reasons they have been chosen to participate in the study in a short form and this was facilitated by the use of Prior Informed Consent Sheet for research participants. Participants' privacy, confidentiality and anonymity were guaranteed since the researcher knew the severity of matter at hand if this was done otherwise. Consent forms and a covering letter were also provided.
CHAPTER FOUR
DATA ANALYSIS AND PRESENTATION

4.0 Introduction

Kapcherop division has five locations namely Lelan, Kapkochur, Koisungur, Cherangany and Sengwer from where the researcher conducted his study, in determining the effects of armed conflicts and insecurity on school performance in relation to school enrolment, retention and completion of primary school pupils in the division.

Due to the sensitive nature of the topic under discussion, the researcher faced numerous challenges especially getting specific information on certain research questions from the pupils and teachers. Whereas in some instances the pupils showed naivety in understanding and answering some of the questions, the responses by the teachers were satisfactory and impressive in understanding the problem of armed conflicts and insecurity in the division though, the respondents in some instances gave general answers on certain responses even after the researcher assuring them that the whole exercise was educational based and not criminal based. Some respondents especially the provincial administrators felt that the questionnaire were too detailed and may reveal some unnecessary details about their location thereby putting their jobs in jeopardy but their responses on some areas were also satisfactory.

The researcher conducted a pilot study to determine the validity and reliability of the instruments chosen to collect data and required information from the respondents and it was found to be appropriate and hence it assisted the researcher to collect
accurate information about the effects of armed conflicts and insecurity on school performance in the division during the actual data collection with ease and desired accuracy. These instruments chosen to collect information were therefore important tools which were able to assist the researcher make useful conclusions and recommendations, aimed at preventing and curbing this unending problem that has persisted for ages, where efforts to solve the problem have on several occasions fell on deaf ears.

The researcher therefore, chose to engage the pupils of standard seven and eight from the selected schools basing on their ability to understand and answer the questionnaire appropriately compared to pupils from lower classes who were a bit naïve about certain occurrences affecting them. Most of the pupils selected to participate in the study were of ages between 13 years to 15 years. Whereas those from Chebai, Boron, Yatoi, Kipkundul, Tenden, Chepyos and Makutano Sub-locations were able to answer the questions properly, some of the pupils from Chebororwa, Kapcherop, Kamoi and Kapkochur sub-locations seemed not to understand or do not know exactly what was happening around them, as these areas were the safer areas whenever conflicts and insecurity occurred in the division. The teachers who participated in the study also indicated that frequent cases of armed conflicts and resultant insecurity problems have negatively affected their morale to continue providing teaching services because their zeal, confidence and cheerfulness in the face of rampant armed conflicts and insecurity have always been put to test in ensuring that they forge forward in making sure that learners achieve their dreams and helping determine and change their future.
A higher percentage of the three categories of the respondents indicated that armed banditry manifested itself mostly as roadside day robberies while others indicated that this problem happens as dawn cattle raids leading to loss of livestock, human killings and destruction of property and untold suffering as a result of loss of livelihoods and property in terms of domestic animals.

The purpose of the study was to investigate the effects of armed conflicts and insecurity on school performance of primary schools in Kapcherop division of Marakwet West district, Elgeyo Marakwet County and the following research questions guided the study;

i. What are the effects of armed conflicts and insecurity on school enrolment, retention and completion rates of primary school children in Kapcherop division?

ii. How have armed conflicts and insecurity negatively affected the student and staff morale in primary schools in the division?

iii. What relationship exists between poor academic performance of primary schools in the division and the occurrences and prevalence of armed conflicts and insecurity in Kapcherop division?

iv. What conflict and insecurity mediation, mitigation and prevention measures could be put in place to ensure that the problem of armed conflict and insecurity are controlled and prevented from occurring now and anytime in the future?
4.1 Demographic Data

The data was collected from 200 pupils, 9 head teachers, 30 teachers, 4 provincial administrators and as well as 4 informants hired by the researcher as research guides. Out of the 30 teachers, 3 teachers skipped some of the sections of the questionnaire and therefore were eliminated from participating in the study. All the informants honoured their appointments, while nine head teachers were involved in the study because they assisted the researcher in providing the data on enrolment, retention and completion rates in their respective schools by gender for the period (2010-2013). Data for the year 2009 were included purposely to assist to show changes in enrolment, retention and completion rates for the year 2010. The table 4.1 and figure 4.1 represents the enrolment rates of nine primary schools chosen for the study out of the 19 primary schools in the division.

Table 4.1: Enrolment rates in 9 study schools by gender for the period (2009-2013).

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Total</td>
<td>Boys</td>
<td>Girls</td>
<td>Total</td>
</tr>
<tr>
<td>A</td>
<td>148</td>
<td>120</td>
<td>268</td>
<td>142</td>
<td>119</td>
<td>261</td>
</tr>
<tr>
<td>B</td>
<td>123</td>
<td>125</td>
<td>248</td>
<td>119</td>
<td>128</td>
<td>247</td>
</tr>
<tr>
<td>C</td>
<td>191</td>
<td>202</td>
<td>393</td>
<td>188</td>
<td>197</td>
<td>385</td>
</tr>
<tr>
<td>D</td>
<td>242</td>
<td>213</td>
<td>455</td>
<td>240</td>
<td>212</td>
<td>452</td>
</tr>
<tr>
<td>E</td>
<td>374</td>
<td>356</td>
<td>730</td>
<td>369</td>
<td>351</td>
<td>720</td>
</tr>
<tr>
<td>F</td>
<td>456</td>
<td>405</td>
<td>861</td>
<td>455</td>
<td>399</td>
<td>854</td>
</tr>
<tr>
<td>G</td>
<td>380</td>
<td>357</td>
<td>737</td>
<td>372</td>
<td>354</td>
<td>726</td>
</tr>
<tr>
<td>H</td>
<td>234</td>
<td>219</td>
<td>453</td>
<td>232</td>
<td>224</td>
<td>456</td>
</tr>
<tr>
<td>I</td>
<td>401</td>
<td>325</td>
<td>726</td>
<td>391</td>
<td>323</td>
<td>714</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2549</td>
<td>2322</td>
<td>4871</td>
<td>2508</td>
<td>2307</td>
<td>4815</td>
</tr>
</tbody>
</table>
The above table shows that, the sampled 9 study schools registered a decline in enrolment for the period 2009-2013 and the decline applies to both boys and girls in the division. From the above table, it is clear that the number of pupils enrolled in these 9 study schools declined gradually from 2549 for boys and 2322 in 2009, 2508 for boys and 2307 for girls in 2010, 2416 for boys and 2246 for girls in 2011, 2353 for boys and 2197 for girls in 2012 and 2197 for boys and 2157 for girls in 2013 with the highest decline recorded in 2013 for both the boys and girls. There was an average decline of 15% for boys and 13% for girls and a yearly average drop in enrolment rates of 8%. This shows that enrolment rates in Kapcherop division have declined in most primary schools with boys being more affected than girls. The respondents cited that, most boys drop out of school and end up getting enrolled in lethal get rich quick petty thefts, cattle rustling and sometimes revenge missions within the district and even neighbouring districts. The figure below further illustrates enrolment rates in the above 9 study schools by gender.
Figure 4.1: Enrolment rates in 9 study schools by gender for the period (2009-2013)

Table 4.2: Retention and Completion rates in 9 study schools by gender for the period (2009-2013)

<table>
<thead>
<tr>
<th>Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>Total</th>
<th>% Prop.</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>Boys</td>
<td>Girls</td>
<td>Boys</td>
<td>Girls</td>
<td>Boys</td>
<td>Girls</td>
</tr>
<tr>
<td>A</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>B</td>
<td>0</td>
<td>3</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>C</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>D</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>E</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>16</td>
<td>10</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>G</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>H</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>10</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>I</td>
<td>0</td>
<td>0</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Total 0 8 12 19 17 33 10 9 108 100
In the above table, schools’ E and F recorded the highest retention and completion rates at 24.07% and 27.78% respectively whereas the least retention and completion rates were recorded in three primary schools namely C, D and G at less than 1%. In all the 9 primary schools, the girl child experienced higher rates of remaining in school and completing their studies than the boy child. Highest retention and completion rates were recorded in the year 2011 and 2012 and in both instances; the girl child remained in school and completed her studies than the boy child. Although the average number of boys remaining and completing their studies continued to rise from zero in 2010 to twelve in 2011 and seventeen in 2012, a decline was recorded in 2013 and which was attributed to sporadic infrequent attacks by armed raiders meted on the villagers by the neighbouring West Pokot County cattle raiders and also the ease with which guns are available. The researcher also found out that, the schools which recorded low retention and completion rates were those located in areas that experienced heightened occurrences of armed conflicts and insecurity, while those with high retention and completion rates are located in areas deemed to be “safer” during periods of armed conflicts and insecurity, these primary schools included A (9.259%), B (15.74%), E (24.07%), F (27.78%), H (13.89%) and I (8.333%).

It is also worth noting that, during periods of intense armed conflicts and insecurity in the division under study, Universal Primary Education which meant that all children were entitled to attend primary school was compromised. Areas that were deemed safe experience a high influx of learners leading to overcrowding because a number of separate primary schools were conducting their studies in one place or location. There was also insufficient housing provision – which is typically part of teachers’ compensation package, and there were too few desks and latrines for
students as well inadequate teaching and learning materials. Many classes took place outside under trees and all of these have seriously compromised on quality and learning outcomes.

Following periods of relative peace in the division and movement of communities from IDP camps back to their villages, most of the infrastructure had been destroyed and needed to be rebuilt. Some schools were also left with absolutely nothing – buildings, furniture and materials had all been burnt to ground. There is also evidence that the government and local CBO’s were seeking to address these infrastructure challenges while at the same time communities on their part is looking on how they could improve infrastructure in their respective villages. For example, parents in Kipkundul village, Yatoi Village and some villages in Lellan sub-location could find time in their day schedules to assemble in their respective schools to plan on how to improve their schools’ infrastructure, as well, they were making parent and teacher (PTA) contributions to recruit additional qualified teachers and also built teachers’ houses in their schools to accommodate them. In these cases, the school was seen as a pillar for the community and as a tool for its transformational processes.

4.2 Effects of Armed Conflicts and Insecurity on Enrolment, Retention and Completion

The first research question to be answered was;

“What are the effects of armed conflicts and insecurity on school enrolment, retention and completion rates of primary school children in Kapcherop division?”
For the periods in 2011 to 2012, schools F, G and I recorded the highest dropout rates for that period where school F had an average of 4 pupils dropping out of school per term representing 55% of the total admissions for the period under study as this was the period when armed conflicts and insecurity was at its peak. It is also worth noting that majority of the pupils dropping out of school from this school are boys. The table below further illustrates this.

Table 4.3: Average dropout rates in 9 study schools by gender (N=200)

<table>
<thead>
<tr>
<th>School</th>
<th>YEAR</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>G</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>B</td>
<td>G</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>B</td>
<td>B</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>C</td>
<td>G</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>C</td>
<td>B</td>
<td>0</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>D</td>
<td>G</td>
<td>0</td>
<td>3</td>
<td>4</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>D</td>
<td>B</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>E</td>
<td>G</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>E</td>
<td>B</td>
<td>0</td>
<td>0</td>
<td>15</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td>F</td>
<td>G</td>
<td>2</td>
<td>7</td>
<td>0</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>F</td>
<td>B</td>
<td>2</td>
<td>7</td>
<td>0</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>G</td>
<td>G</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>17</td>
</tr>
<tr>
<td>G</td>
<td>B</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>H</td>
<td>G</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>H</td>
<td>B</td>
<td>3</td>
<td>14</td>
<td>3</td>
<td>4</td>
<td>24</td>
</tr>
<tr>
<td>I</td>
<td>G</td>
<td>0</td>
<td>0</td>
<td>11</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td>TOTAL</td>
<td>B</td>
<td>10</td>
<td>31</td>
<td>25</td>
<td>35</td>
<td>181</td>
</tr>
<tr>
<td>TOTAL</td>
<td>G</td>
<td>5</td>
<td>21</td>
<td>24</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>

Key

B=Boy

G=Girl

In school G, more girls dropped out school in the same period 2011 to 2012 and this was attributed to the difficult life they went through either after loss of their parents and also as hostilities rose between their communities, they were easily lured out to be married off to men who acquired wealth through engaging in acts of cattle raids. Schools that were in areas thought to be “safer” recorded the least number of
dropouts as compared to schools that experienced increased cases of armed conflicts and insecurity. From the table, it is evident that schools E, F, G, H and I recorded the highest number of average dropouts per year representing 9%, 22%, 18%, 19% and 20% respectively.

The figure also shows that, dropout rates rose steadily from an average of 5 dropouts per term in 2010 to an average of 21 dropouts per term in 2013 but for the year 2011 and 2012, there were 17 per term and 16 per term dropouts respectively as a result of increased acts of armed conflicts and insecurity in the division at that particular period. Highest dropouts per term were recorded for the year 2013 and 83.3% of the respondents indicated that this was the period that armed conflicts and insecurity rose to the highest levels ever recorded in the division. Highest dropout rates recorded from all the worst affected schools were pupils from upper primary at 43.3%. Since 76.7% of the teachers interviewed were from the locality, they were all in agreement that they knew the boys who had dropped out of school.

From all the 9 schools which participated in the study, it was clear that the boy child dropped mostly out of school in families that were hit by bandits which led to lose of their main sources of income. Some of the boys drop out of school to support their families while others get themselves engaged in acts of armed conflicts and insecurity and other petty crimes to support themselves or as revenge missions of being hit by bandits. All the informants revealed that 70% of the boys who drop out of school end up getting enrolled in acts of armed conflicts and insecurity and other petty crimes in the division or they act as informants for the aggressors in their pursuit to sustain their lives. Two thirds of the informants also confirmed that they
knew some of the persons who engage in these acts of armed conflicts and their efforts to report the matter have in most cases fell into deaf hands.

The graph below further illustrates this.

Figure 4.2: Average dropout rates in 9 study schools by gender (N=200)

As illustrated clearly above, apart from armed conflicts and insecurity in the division contributing to high dropout rates and disrupting studies to the boy child, it has also negated all the gains the government is doing to ensure that access to education is enhanced. This problem of armed conflicts and insecurity has also lead to reduced retention and completion rates of primary school going children in the division with the highest recorded retention and completion rates being merely 27.07% by school F while most schools have their enrolment and completion rates below 15%. From the study, it is possible to deduce that with enrolment rates in most schools standing at less than 15%, then, this explains why Kapcherop division still experiences
infrequent attacks by armed cattle rustlers, frequent armed road side robberies and burglaries in several parts of the division.

Other effects of armed conflicts and insecurity in the division cited by the respondents includes school closures, orphaned children, displacements of the locals, increased illiteracy levels, death/loss of human lives, low enrolment rates and subsequent high dropout rates especially among the boys and increased poverty levels and destitution among the locals. From the above listed effects of armed conflicts and insecurity in the division, the problem under study was positively identified as the major cause of low enrolment and high dropout cases recorded in most primary schools in the division especially among the boys. Loss of lives was ranked second while the third was increased poverty and subsequent displacements from such occurrences having equal negative effect in terms of percentage. Other effects include but not limited to school closures in areas worst affected by the problem, increased illiteracy levels, ever increasing number of orphaned children, under-utilization of resources and general chronic underdevelopment in the division.

During the study, the researcher gathered and analyzed responses from teachers and pupils on the effects of armed conflicts and insecurity on their general livelihoods both directly and indirectly and therefore helped understand the problem from an informed point of view. The information was tabulated as shown in the next page.
Table 4.4: Responses of pupils on the other effects of armed conflicts and insecurity on their livelihoods (each effect is separate from the other) N=200

<table>
<thead>
<tr>
<th>Effect</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Closures</td>
<td>132</td>
<td>64</td>
<td>06</td>
<td>00</td>
</tr>
<tr>
<td></td>
<td>61%</td>
<td>35%</td>
<td>3%</td>
<td>0%</td>
</tr>
<tr>
<td>Orphaned Children</td>
<td>94</td>
<td>86</td>
<td>14</td>
<td>06</td>
</tr>
<tr>
<td></td>
<td>47%</td>
<td>43%</td>
<td>7%</td>
<td>3%</td>
</tr>
<tr>
<td>Displacements</td>
<td>60</td>
<td>138</td>
<td>02</td>
<td>00</td>
</tr>
<tr>
<td></td>
<td>30%</td>
<td>69%</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td>Increased Illiteracy</td>
<td>116</td>
<td>60</td>
<td>22</td>
<td>02</td>
</tr>
<tr>
<td></td>
<td>58%</td>
<td>30%</td>
<td>11%</td>
<td>01%</td>
</tr>
<tr>
<td>Deaths/ Loss of Human Lives</td>
<td>144</td>
<td>42</td>
<td>08</td>
<td>06</td>
</tr>
<tr>
<td></td>
<td>72%</td>
<td>21%</td>
<td>4%</td>
<td>3%</td>
</tr>
<tr>
<td>Low Enrolment and High Dropouts</td>
<td>30</td>
<td>160</td>
<td>06</td>
<td>04</td>
</tr>
<tr>
<td></td>
<td>15%</td>
<td>80%</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>Increased Poverty and Destitution</td>
<td>60</td>
<td>138</td>
<td>02</td>
<td>00</td>
</tr>
<tr>
<td></td>
<td>30%</td>
<td>69%</td>
<td>1%</td>
<td>0%</td>
</tr>
</tbody>
</table>
Table 4.5: Responses of teachers on other effects of armed conflicts and insecurity on their livelihoods (each effect is separate from the other) N=27

<table>
<thead>
<tr>
<th>Effect</th>
<th>Responses</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Closures</td>
<td>22</td>
<td>83%</td>
<td>13%</td>
<td>3%</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orphaned Children</td>
<td>20</td>
<td>73%</td>
<td>20%</td>
<td>6%</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Displacements</td>
<td>21</td>
<td>77%</td>
<td>20%</td>
<td>3%</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increased Illiteracy</td>
<td>11</td>
<td>40%</td>
<td>47%</td>
<td>10%</td>
<td>3%</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deaths/ Loss of Human Lives</td>
<td>23</td>
<td>87%</td>
<td>10%</td>
<td>3%</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low Enrolment and High</td>
<td>23</td>
<td>87%</td>
<td>13%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dropouts</td>
<td>18</td>
<td>67%</td>
<td>27%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the table 4.3 and Table 4.4, it is evident from the responses of the respondents that armed conflicts and insecurity has brought more problems than good in the division. Out of the total respondents, 61% and 83% of the pupils and teachers respectively strongly agreed that the prevalence of armed conflicts and insecurity in the division has led to school closures while deaths occasioned by the same problem stood at 72% and 87% for pupils and teachers. This means that, as a result of armed conflicts and insecurity being common in the division, pupils and teachers have had to worry about their safety while in the school environment or even in some instances pupils and teachers have been attacked by these bandits while going to school and also in worst cases, some schools get raided and casualties recorded both
as injuries and deaths hence affecting the pupils' passion for education and teachers' in ensuring that learning takes place in whatever situation they are in.

Their responses also indicated that, 69% of the pupils and 20% of the teachers agreed that armed conflicts and insecurity in the division have resulted to displacements where both the teachers and the pupils have had to relocate to areas deemed “safer” to escape being hurt by the perpetrators of conflicts and insecurity. Also, 30% of the pupils, 77% and 100% of the informers confirmed that the persistence of armed conflicts and insecurity in Kapcherop division has led to displacements of a greater percentage of the locals while 3% had a contrary view. In all their responses, the respondents on a bigger proportion either strongly agreed or agreed that acts of armed conflicts has had negative ramifications than good to their general livelihoods at home while a smaller proportion and almost negligible said this problem has not affected them.

Whereas 87% of the teachers reported that armed conflicts and insecurity has led to low enrolment and high dropout rates resulting from displacements, resilience among the locals to such calamities has always made them stronger each day whenever they experience these acts of armed conflicts and insecurity. Dropout rates among the boys stood at 56% while their counterparts stood at 44%, this means boys in the division were 1.5 times likely to drop out of schools every time this problem escalates than the girls and several reasons were forwarded to substantiate this and included to support their families in looking after and guarding family livestock, engaging in retaliatory attacks on their aggressors, engage in petty thefts among others.
All the teachers interviewed strongly agreed that they take pride in pupils proceeding to higher levels of learning than when a higher percentage of them drop out of school for several other reasons. Since there has been a high dropout rate, low enrolment rates and in some schools a declining enrolment rates in the division, their teaching enthusiasm has been negatively affected. Frequent cases of deaths and loss of lives caused by banditry have led to mass transfers of teachers either to where they come from or to areas deemed safe resulting to increased workload to both those who are not able to move elsewhere or to those who are receiving the IDPS from their homes escaping from the attackers. Heavy workload combined with feeling insecure both in school and at home has compromised on the quality of education in Kapcherop division.

Response rates stood at 69% for pupils and 67% for teachers strongly agreeing on the issue that increased cases of armed robberies and resultant insecurity is the main cause of increased levels of poverty and destitution in the division. Although, there have been frequent patrols by the police and administration police, little impacts have been felt as sporadic attacks are still being felt and in some instances it’s a common phenomenon in the division and also in neighbouring divisions and districts bordering Kapcherop division.

In conclusion, armed conflicts and insecurity in Kapcherop division has led to low enrolment, low retention and low completion rates and also high dropout rates especially among the boys in most primary schools in the division, the same effects are also felt in the neighbouring divisions bordering the division. Incidences of armed conflicts and insecurity in the division have also lead to high poverty levels and destitution, displacements of the locals and even loss of lives/death.
4.3 Effects of Armed Conflicts and Insecurity on Student and Staff Morale

The second research question to be answered was,

“How have armed conflicts and insecurity negatively affected the pupils and staff morale in primary schools in the division?”

The pupils and teachers who took part in the study were requested to give the various effects of armed conflicts and insecurity on their morale and it’s on this basis that the researcher identified five major areas indicating how armed conflicts and insecurity has dealt a big blow and negatively affected the morale of the teachers in their quest to service delivery to learners. The teachers who took part in the study categorically indicated that low morale doesn’t just show on the faces of disheartened teachers who go about their day with sad, uninterested expressions, constantly looking at the clock waiting until quitting line. Low morale manifests itself in many ways that affects the bottom-line of schools’ performance and includes low academic performance, high teacher turnover, workplace conflicts, absenteeism and low creativity in subjects that are practical oriented such as sciences and social ethics education. School head teachers in the division are thus obligated to recognize problematic morale and communicate to relevant authorities on these issues, implement strategies that improve overall job satisfaction and increase morale to restore and enhance productive working conditions for their staff members. To illustrate these effects, the researcher tabulated the responses of the teachers on how prevalence of armed conflicts and insecurity in the division has negatively affected their morale to teach. Table 4.5 on the next page illustrates their responses.
Table 4.6: Responses of teachers on the effects of armed conflicts and insecurity on their morale (N=27, each effect is separate from the other)

<table>
<thead>
<tr>
<th>Influence Level</th>
<th>VH</th>
<th>H</th>
<th>L</th>
<th>NI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low academic</td>
<td>21</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>performance</td>
<td>77.78%</td>
<td>11.11%</td>
<td>7.41%</td>
<td>3.7%</td>
</tr>
<tr>
<td>High teacher turnover</td>
<td>23</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>85.19%</td>
<td>14.81%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Workplace conflict</td>
<td>10</td>
<td>7</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>37%</td>
<td>25.9%</td>
<td>22.22%</td>
<td>14.81%</td>
</tr>
<tr>
<td>Absenteeism</td>
<td>19</td>
<td>6</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>70.37%</td>
<td>22.22%</td>
<td>7.41%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Low creativity</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>33.33%</td>
<td>29.63%</td>
<td>25.93%</td>
<td>11.11%</td>
</tr>
</tbody>
</table>

Key: VH-Very High H- High L- Low NI- No Influence

The teachers as shown from the table above reported the following effects manifesting itself as low teacher morale having a very high influence as result of the frequent occurrences of armed conflicts and insecurity in Kapcherop division;

- High teacher turnover 85.19%
- Low academic performance 77.78%
- Absenteeism 70.37%

The division registered the highest teacher turnover at 85.19% during the periods of intense armed conflicts and insecurity in the division as teachers would look for transfer to areas deemed safe either within the district or neighbouring districts.
Retaining and motivating trained and qualified teachers was a serious challenge for the school administrators and the ministry, as they were forced by circumstances to grant transfer of these affected teachers in the division to schools of their choices and this forced some schools to employ unqualified or untrained teachers from the local areas to replace the transferred teachers as the situation normalizes.

Low academic performance in schools was also another manifestation of poor teacher morale. Poor teacher morale affected the manner in which the teachers performed their duties. With frequent occurrences of armed conflicts and insecurity, teachers would all the time be left thinking about their lives and who will be next to be attacked at the expense of the performance of their duties as teachers. This resulted to them being less attentive in their job duties or become careless in maintaining proficiency in areas where the once excelled. As a result, the same is replicated in learners’ academic performance which eventually drops resulting in a vicious cycle, of frequent and continued occurrences of armed conflicts and insecurity, because the same learners end up dropping out of school or failing in their examinations and the only easy way of sustaining their lives while at home is to engage in acts of armed conflicts and insecurity through engaging in cattle raids, armed robberies, road side robberies and other forms of petty crimes.

Absenteeism was ranked third highest influence at 70.37% caused by poor teacher morale, as head teachers have had to content with unscheduled absences from its teachers. The respondents noted that, teachers with low morale had a tendency of calling the head teacher with excuses related not feeling well, family matters and personal illnesses while in essence the real culprit is low morale. Other effects manifesting itself as low morale are workplace conflicts at 37% as teachers tend to
become intolerant to their colleagues and other staff members and low creativity at 33.33% especially in arts and social arts subjects.

The respondents also gave their responses of low teacher morale that have a high effect as,

- Low creativity 29.63%
- Workplace conflicts 29.5%
- Absenteeism 22.22%
- High teacher turnover 14.81% and
- Low academic performance 11.11%

On the contrary, some respondents cited workplace conflicts at 14.81%, low creativity at 11.11% and low academic performance at 3.7% as having no influence on teacher morale because, these elements are within the control of the school administration and therefore can be manipulated by the school administrator to suit his/her situation.

Other effects that had minimal influence on teacher morale as cited by the respondents include,

- Uncooperative parents
- Lack of motivation by parents
- Lack of support from the community around the schools
- Separation of parents due to conflicts
- Orphaned children and
- Family migration
Also, during periods of heightened armed conflicts and insecurity in Kapcherop division, the pupils’ morale to continue pursuing their education was also negatively affected. The pupils who took part in the study were requested to list down several elements or indicators of low morale as a result of the problem under study. The researcher identified seven key indicators of effects of armed conflicts and insecurity on pupils’ morale to include truancy, rudeness, poor academic performance, absenteeism, pupil fights, multiple interschool transfers and substance abuse. The following table illustrates their responses,

Table 4.7: Responses of pupils on the effects of armed conflicts and insecurity on their morale (N=200, each effect is separate from the other)

<table>
<thead>
<tr>
<th>Influence Level</th>
<th>VH</th>
<th>H</th>
<th>L</th>
<th>NI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rudeness</td>
<td>162</td>
<td>18</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>90%</td>
<td>10%</td>
<td>00%</td>
<td>00%</td>
</tr>
<tr>
<td>Absenteeism</td>
<td>143</td>
<td>30</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>79%</td>
<td>17%</td>
<td>3%</td>
<td>1%</td>
</tr>
<tr>
<td>Truancy</td>
<td>169</td>
<td>10</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>93%</td>
<td>5%</td>
<td>1%</td>
<td>00%</td>
</tr>
<tr>
<td>Poor academic performance</td>
<td>174</td>
<td>5</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>96%</td>
<td>3%</td>
<td>00%</td>
<td>00%</td>
</tr>
<tr>
<td>Pupil fights</td>
<td>80</td>
<td>58</td>
<td>20</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>44%</td>
<td>32%</td>
<td>11%</td>
<td>8%</td>
</tr>
<tr>
<td>Interschool transfers</td>
<td>60</td>
<td>83</td>
<td>24</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>33%</td>
<td>46%</td>
<td>13%</td>
<td>8%</td>
</tr>
<tr>
<td>Substance abuse</td>
<td>76</td>
<td>94</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>42%</td>
<td>52%</td>
<td>4%</td>
<td>2%</td>
</tr>
</tbody>
</table>

Key: VH-Very High H- High L- Low NI- No Influence

The 200 pupils who took part in the study were able to list down at least four effects of the frequent occurrences of armed conflicts and insecurity that have negatively affected their morale to pursue their studies. Out of the 181 pupils, a total of 174
pupils (96%) responded that the frequent occurrence of armed conflicts and insecurity in the division had really affected their morale to continue in their studies because their individual and school academic performance now and in the past were continually dropping such that most pupils would prefer to drop out of school rather than continue studying and have nothing to take home at the end of the period. Also, the pupils interviewed felt that increased prevalence of armed conflicts and insecurity in the division had resulted in an increase in truancy levels to 93%, where pupils skip or become absent illegally from school for a certain period of time and report back after sometime and repeat the same trend for the whole term. This illegal absence from school may be due to their own free will or by nature of occurrence of acts of armed conflicts and insecurity happening within their neighbourhoods.

Frequent absenteeism stood at 93% while rudeness was 90% where pupils show plain disrespect or become impolite to either those in school, that is the prefect body, the teachers and the administration or at home who are their parents as a manifestation of low morale, while the most affected are the female teachers being highly disrespected than their male counterparts. Pupil fights while in school stood at 44% as a manifestation of low morale because pupils learn in a bad way that you have to fight to get what you want whether its’ yours or not from their home environment. Movement of people in search of safer areas to live in which do not experience armed conflicts and insecurity by the affected families leading to 33% percent of the respondents saying that this frequent inter school transfers has had a high negative influence on their morale to continue pursuing their education.

In the order of influence, the respondents cited the following indicators as having a high influence on the morale of the pupils as a result of occurrences of armed conflicts and insecurity in the division,
✓ Substance abuse 52%
✓ Interschool transfers 46%
✓ Pupil fight 32%
✓ Absenteeism 17%
✓ Rudeness 10%
✓ Truancy 5% and
✓ Poor academic performance 3%

On the contrary, a total of 8% of the respondents indicated that pupil fights and interschool transfers had no influence on the morale of pupils to learn, while 2% of the pupils said that substance abuse among pupils had no influence on their morale to study because of varying family setups, their upbringing, norms and values they were instilled upon by their parents.

Other manifestations that are thought to contribute to low morale among pupils but which may be in most cases taken to be the aftermath of prevalence armed conflicts and insecurity in the division include,

✓ Teenage pregnancies
✓ HIV/AIDS prevalence
✓ Orphanage due to attacks by bandits
✓ Circumcision

The study also found out that during armed conflicts and insecurity in Kapcherop division, pupil enrolment rates reduced significantly and tremendously while recruiting and retaining the teaching staff posed a serious challenge to schools in the affected areas. There were cases where vacancies were advertised by Teachers Service Commission for schools in affected areas but there was low turnout of
teachers attributed to insecurity. This struggle to recruit contributed to a high teacher-to-pupil ratios being very high. Lack of teacher housing also contributed to this high ratio, the respondents cited this as a serious problem, as teachers had to commute long distances to school, which was too dangerous for them during the height of the armed conflict, which left schools without teachers.

In general, armed conflicts and insecurity has negatively affected both the teachers’ and pupils’ morale academically as indicated in most of their responses where a higher percentage of the respondents either strongly agreed or agreed that this problem has been and continue to be a thorn in the flesh of everyone living in the division as shown by the high level of influence it has in their livelihoods. Even now, during a period of relative peace, lack of teacher housing near schools is a real problem to recruiting of teaching staff. Meanwhile, the perceptions of danger by outsiders have been an obstacle to teacher recruitment, preventing qualified teachers from moving in. The respondents also cited teacher motivation and morale as a problem given the challenging teaching environment and the trauma experienced by some teachers. This of course has compromised teaching quality and learning outcomes in primary schools in the division.
4.4 Relationship between Poor Academic Performance and Occurrences of Armed Conflicts and Insecurity

The third research question to be answered was, "What relationship exists between poor academic performances of primary schools in the division and the occurrence and prevalence of armed conflicts in Kapcherop division?"

To be able to show the strong relationship that exists between poor academic performances and occurrences of armed conflicts and insecurity in the division, 9 head teachers of primary schools who participated in the study in the division were asked to give their school performances in Kenya Certificate of Primary Education (KCPE) from the year 2009 to the year 2013, and were correlated with the pupils', teacher' and provincial administrators responses to illustrate if the poor results of these particular years posted by their respective schools could be having any relationship with the frequent occurrence of armed conflicts and insecurity. The responses for this section were derived when the respondents when they were presented with questionnaires containing these question.

The results obtained from the study were able to indicate that the prevalence of armed conflicts and insecurity has negatively the very basic fabric holding the society together, that is, social, cultural, religious and political spheres of the people living in the division and neighbouring divisions in Marakwet West district, but the most important of them all according to the inhabitants is education of their children. The KCPE results of the sampled 9 primary schools and descriptive statistics showing the various measures of central tendency are shown in the table in the next page,
Table 4.8: KCPE results of sample 9 primary schools in the division

<table>
<thead>
<tr>
<th>School</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>291.15</td>
<td>292.71</td>
<td>287.00</td>
<td>262.58</td>
<td>260.57</td>
<td>278.802</td>
</tr>
<tr>
<td>B</td>
<td>300.22</td>
<td>283.74</td>
<td>293.63</td>
<td>265.29</td>
<td>290.16</td>
<td>286.608</td>
</tr>
<tr>
<td>C</td>
<td>273.67</td>
<td>274.87</td>
<td>270.20</td>
<td>252.61</td>
<td>249.95</td>
<td>264.26</td>
</tr>
<tr>
<td>D</td>
<td>282.07</td>
<td>265.15</td>
<td>268.94</td>
<td>267.66</td>
<td>266.68</td>
<td>270.10</td>
</tr>
<tr>
<td>E</td>
<td>255.38</td>
<td>245.38</td>
<td>245.24</td>
<td>244.03</td>
<td>235.18</td>
<td>245.042</td>
</tr>
<tr>
<td>F</td>
<td>254.51</td>
<td>236.68</td>
<td>246.14</td>
<td>270.06</td>
<td>271.33</td>
<td>255.744</td>
</tr>
<tr>
<td>G</td>
<td>330.04</td>
<td>293.89</td>
<td>287.01</td>
<td>288.12</td>
<td>289.40</td>
<td>297.684</td>
</tr>
<tr>
<td>H</td>
<td>292.07</td>
<td>291.15</td>
<td>284.56</td>
<td>278.94</td>
<td>280.85</td>
<td>285.514</td>
</tr>
<tr>
<td>I</td>
<td>315.53</td>
<td>304.00</td>
<td>311.16</td>
<td>308.55</td>
<td>304.97</td>
<td>308.842</td>
</tr>
</tbody>
</table>

Source: Head Teachers and Ministry of Education, Marakwet West Sub-County

Table 4.9: Descriptive statistics of sample 9 primary schools in the division

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>288.3</td>
<td>276.4</td>
<td>277.1</td>
<td>270.9</td>
<td>272.1</td>
</tr>
<tr>
<td>Standard Error</td>
<td>8.4 Standard Error</td>
<td>7.7 Standard Error</td>
<td>7.2 Standard Error</td>
<td>6.4 Standard Error</td>
<td>7.3</td>
</tr>
<tr>
<td>Median</td>
<td>291.2</td>
<td>283.7</td>
<td>284.6</td>
<td>267.7</td>
<td>271.3</td>
</tr>
<tr>
<td>Mode</td>
<td>#N/A</td>
<td>#N/A</td>
<td>#N/A</td>
<td>#N/A</td>
<td>#N/A</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>25.3 Standard Deviation</td>
<td>23.1 Standard Deviation</td>
<td>21.7 Standard Deviation</td>
<td>19.2 Standard Deviation</td>
<td>21.8</td>
</tr>
<tr>
<td>Sample Variance</td>
<td>640.4 Sample Variance</td>
<td>534.2 Sample Variance</td>
<td>471.6 Sample Variance</td>
<td>368.4 Sample Variance</td>
<td>474.9</td>
</tr>
<tr>
<td>Kurtosis</td>
<td>-0.6 Kurtosis</td>
<td>-0.6 Kurtosis</td>
<td>-0.5 Kurtosis</td>
<td>0.8 Kurtosis</td>
<td>-0.4</td>
</tr>
<tr>
<td>Skewness</td>
<td>0.2 Skewness</td>
<td>-0.8 Skewness</td>
<td>-0.3 Skewness</td>
<td>0.7 Skewness</td>
<td>-0.2</td>
</tr>
<tr>
<td>Range</td>
<td>75.5</td>
<td>67.3</td>
<td>65.9</td>
<td>64.5</td>
<td>69.8</td>
</tr>
<tr>
<td>Minimum</td>
<td>254.5</td>
<td>236.7</td>
<td>245.2</td>
<td>244.0</td>
<td>235.2</td>
</tr>
<tr>
<td>Maximum</td>
<td>330.0</td>
<td>304.0</td>
<td>311.2</td>
<td>308.6</td>
<td>305.0</td>
</tr>
<tr>
<td>Sum</td>
<td>2594.6</td>
<td>2487.6</td>
<td>2493.9</td>
<td>2437.8</td>
<td>2449.1</td>
</tr>
<tr>
<td>Count</td>
<td>9.0</td>
<td>9.0</td>
<td>9.0</td>
<td>9.0</td>
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</tr>
</tbody>
</table>
From the tables in the previous page, the highest mean score from 2009 to date is 330.04 attained by school G in 2009 while the least mean score is 235.18 attained by school E in 2013. Whereas the least average mean score for the 5 years under study is 245.042 by school E, the highest average mean score attained is 308.842 by school I. Schools' A, C, D, E have had their mean scores continually drop each year from 2009 to 2013 while schools’ B, F, H, and I have had fluctuating mean scores which the respondents attributed it to frequent and sporadic attacks on the locals by armed bandits. There is also a drop in yearly mean scores for the period under study from 288.3 in 2009, 276.4 in 2010, 277.1 in 2011, 270.9 in 2012 and 272.1 in 2013 while median scores from 2009 to 2013 from 291.2, 283.7, 284.6, 267.7 and 272.3 for the periods 2009, 2010, 2011, 2012 and 2013 respectively helps to illustrate the problem under study. These statistics can be interpreted to mean that, most of the pupils in the period of between 2009 and 2013 were not able to secure placement in better schools in the county and neighbouring counties.

To illustrate the relationship between academic performance and the occurrence of armed conflicts and insecurity in Kapcherop division, bearing in mind that ANOVA assumes by default that there is no relationship between any two or more variables under study, the responses for the 200 pupils, 27 teachers in each school and 4 provincial administrators were polled and tabulated against the yearly scores beginning from year 2010 to 2013. In analyzing the relationship between these two variables, the significance level chosen for the study was 0.05 or 95%, such that if the p-value was greater than 0.05 then there was no relationship between the occurrences of armed conflict and insecurity in Kapcherop division and the low performance in most primary schools in the division, but if the p-value (correlation
coefficient) was lower than the significance level of 0.05, then this showed that there exists a relationship between the poor performance in academics and the occurrence of armed conflicts and insecurity. The tables below illustrate the p-values for each period where the confidence level $\alpha=0.05$ or 95%.

Table 4.10: Teacher responses against yearly scores for 2010

<table>
<thead>
<tr>
<th>School</th>
<th>Average Marks</th>
<th>Responses</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
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<td>19</td>
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</tr>
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<td>B</td>
<td>283.74</td>
<td>17</td>
<td>65</td>
</tr>
<tr>
<td>C</td>
<td>274.87</td>
<td>18</td>
<td>69</td>
</tr>
<tr>
<td>D</td>
<td>265.15</td>
<td>21</td>
<td>81</td>
</tr>
<tr>
<td>E</td>
<td>245.38</td>
<td>16</td>
<td>62</td>
</tr>
<tr>
<td>F</td>
<td>236.68</td>
<td>23</td>
<td>88</td>
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<td>G</td>
<td>293.89</td>
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<td>73</td>
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<tr>
<td>I</td>
<td>304</td>
<td>17</td>
<td>65</td>
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Anova: Single Factor

SUMMARY

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<th>Groups</th>
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<th>Average</th>
<th>Variance</th>
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</thead>
<tbody>
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<td>90.03</td>
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ANOVA

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Correlation Coefficient = 3.55E-14

Table 4.11: Teacher responses against yearly scores for 2011

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<tr>
<th>School</th>
<th>Average Marks</th>
<th>Responses</th>
<th>Frequency</th>
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<td>D</td>
<td>268.94</td>
<td>21</td>
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<td>E</td>
<td>245.24</td>
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<td>F</td>
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<td>G</td>
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<td>H</td>
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Anova: Single Factor

SUMMARY

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<tr>
<td>Average Marks</td>
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### ANOVA

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Correlation Coefficient = 1.47E-14

### Table 4.12: Teacher responses against yearly scores for 2012

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</tr>
<tr>
<td>F</td>
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<td>H</td>
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Anova: Single Factor

### SUMMARY

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<tr>
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<td>Frequency</td>
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ANOVA

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Correlation Coefficient = 4.84E-15

Table 4.13: Teacher responses against yearly scores for 2013

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<th>Average Marks</th>
<th>Responses</th>
<th>Frequency (%)</th>
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<td>A</td>
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</tr>
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<tr>
<td>E</td>
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<td>16</td>
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</tr>
<tr>
<td>F</td>
<td>271.33</td>
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<td>88</td>
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<td>G</td>
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<td>H</td>
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Anova: Single Factor

SUMMARY

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<th>Sum</th>
<th>Average</th>
<th>Variance</th>
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</thead>
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<tr>
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<tr>
<td>Frequency</td>
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<td>634.00</td>
<td>70.44</td>
<td>90.03</td>
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</tbody>
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### ANOVA

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<tr>
<th>Source of Variation</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>P-value</th>
<th>F crit</th>
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<tbody>
<tr>
<td>Between Groups</td>
<td>183,030.65</td>
<td>1.00</td>
<td>183,030.65</td>
<td>648.00</td>
<td>2.26E-14</td>
<td>4.49</td>
</tr>
<tr>
<td>Within Groups</td>
<td>4,519.29</td>
<td>16.00</td>
<td>282.46</td>
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<td></td>
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<tr>
<td>Total</td>
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<td>17.00</td>
<td></td>
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</tbody>
</table>

**Correlation Coefficient = 2.26E-14**

As shown from the tables on the previous pages, the p-values obtained in calculating the ANOVA of each year indicates that they are all less than the confidence level of 0.05 chosen for the study. This means that p-values less than the confidence level shows that there exists a relationship between the occurrence of armed conflicts and insecurity in Kapcherop division and the low performance in academics in most primary schools in the division. The relationship is so strong that the p-values generated from the calculation of the ANOVA all are approximately equal to 0.0001, which statistically answers the researchers’ third question exhaustively. Out of the 234 respondents who participated in the study, it can be shown that 70.5% (165 respondents) of the respondents were able to positively confirm that the prevalence of armed conflicts in the division has negatively affected learning and there must be concerted effort to ensure that normalcy returns to the division if the fruits of education were to be realized. The problem is so huge that all the spheres of both the pupils’ and teachers’ life in school has been negatively affected such that pupils and teachers no longer valued being in school. Schools have been worst affected with high dropout rates in the whole district being recorded in Kapcherop division. High dropout rates being experienced in the division and especially among the boys has helped exacerbate the situation more badly because the same
boys/young men are the ones now using the guns they own to cause road side banditry and maiming of innocent hard working locals thereby destroying their businesses. Other effects of armed conflicts and insecurity the respondents cited that relate directly to affecting learning resulting from effects of armed conflicts and insecurity include reduction in business activities such as the number of market days and shop traders in some trading centres as a result raids targeting some particular people and shop owners, collapse of livestock farming due to cattle rustling and diseases such as food and mouth disease, increased charcoal burning and clearing of forest such as Yatoi leading to environmental degradation, increased human and animal diseases and injuries due to closure of health facilities, poor road network leading to increased road robberies and banditry thereby impeding security operations by government security forces and increased poverty, destitution and high dependency on relief food.

The questionnaires given to the sub-chiefs of selected sub-locations in the division too confirmed that banditry and cattle rustling have played a huge role in negatively affecting the academic performance of various primary schools in the division leading to the low academic performance in the Kenya National Examination results posted by schools in areas affected by this problem.

4.5 Armed Conflicts and Insecurity Mediation Prevention Strategies

The fourth research question to be answered was,

“What conflicts and insecurity mediation, mitigation and prevention measures could be put in place to ensure that the problem of armed conflicts and insecurity in the division is controlled and prevented from occurring now and anytime in future?”
There is near universal agreement that prevention is preferable than cure, and that strategies of prevention must address the root causes of armed conflicts, not simply their violent symptoms.

Any armed conflicts and resultant insecurity in the division has resulted in loss of lives, loss of livestock, injuries, displacements and poverty. Other effects include disruption of education as some schools in areas worst hit are closed, teachers relocate to places deemed safe and enrolment rates go down. Health facilities have also been put to waste as none of the medical personnel would tolerate to work in such hostile environment. Systems of production such as land and livestock have also gotten wasted since people have been displaced from their homes and livelihoods. Banditry and cattle rustling have had a negative impact on the community as there have been massive theft of livestock, looting and destruction of property, reduced economic activities, collapse of education facilities (as a result of school closures, low enrolment and relocation of teachers to places presumed to be safe), degraded physical infrastructure (in fact, the two districts are one of the most underdeveloped in the county with no single tarmac road passing through it), very low investment in the business sector, displacement of people and stalled development projects. This therefore forms the basis as to why conflict mediation, mitigation and prevention measures are needed to be put in place to ensure that the problem of armed conflicts and insecurity in the division and beyond are controlled and prevented now and in the future.

Conflict in itself is often a constructive element of a dynamic society; however it becomes more problematic when the parties to a conflict resort to violent means to
advance their cause. Nonetheless, conflict resolution requires not only the reduction of the use of violence, but tracing the cause (incompatibility) of the problem and solving it so that conflict cannot erupt in the future. One way of preventing parties to a conflict from fighting each other could be in some circumstances destroying their means of fighting. Typically, conflict management is concerned with measures that can be undertaken by third parties to prevent conflict either in the short or long-term (Melinder, Erik et al 2004).

Natural disasters can be explained scientifically, but it is more difficult to understand the causes of war. People make their own history, sometimes violently and sometimes inexplicably. The forces at work can be very complex. And yet, if we are to be successful in preventing deadly conflicts, we must have a clearer understanding of what brings them about. The respondents cited the following conditions in the next page as the leading causes of armed conflicts and insecurity in Kapcherop division,

- Escalating poverty levels among the inhabitants and its neighbours
- Proliferation and Infiltration of firearms
- Competition for scarce resources such as grazing pastures and drinking water
- Inequality among domestic social groups based on ethnicity, religion, economic and social class
- National and Local Politics
- General economic decline due to a shrinking local and national economy since a shrinking economy is more prone to conflict than those experiencing economic growth
✓ Greed of some opportunistic individuals who want to gain from such situations who see the problem affecting the locals as a way to benefit financially
✓ Heroism among peers and
✓ Retaliatory attacks.

Many organizations and individuals in Kapcherop division, Marakwet West and East districts and neighbouring districts are thus working to prevent the outbreak and recurrence of armed conflicts and insecurity basing on the above facts to ensure that it does not break out again, through formulation and adoption of specific conflict prevention tools such as negotiations, mediation, conciliation, arbitration and community based judicial processes. Other preventive measures and actions employed by these organizations and individuals to avert this problem from recurring again now and in the future as cited by the respondents have been categorized in the order of areas/sectors worst affected by the armed conflicts and insecurity as below,

Education Sector
✓ Establishment of boarding and mobile schools aimed at keeping both the boy-child and girl-child in school
✓ Employing untrained teachers to supplement those who remained in their stations
✓ NGO’s/Churches to rehabilitate affected individuals and support education facilities in the affected areas in the division.
Business Sector

✓ Organizing peace meetings and barazas between the locals themselves and their neighbours to foster togetherness
✓ Opening livestock markets along the borders to encourage cattle rearing for sale
✓ Animal branding for easy identification hence reducing cases of animal theft by the local petty thieves
✓ Regular patrols by the security forces especially in frequent banditry and armed conflicts hit areas

Livestock production

✓ Buying of guns from cattle rustlers and locals owning them and creation of local vigilante groups to boost the efforts of the provincial administration and police
✓ Migration to safer areas not prone to cattle rustling, armed conflicts and insecurity
✓ Intercommunity dialogues
✓ Restocking of livestock to families who lost their animals through cattle raids

Environment and forests

✓ Eviction of people living in forests such as Sinen, Kapyego and Embobut forests who have continually contributed to environmental degradation
✓ Cash payment of deserving squatters to buy land elsewhere
Government and development agencies to train the community members on bio-diversity conservation and afforestation

Health sector

- Encourage the use of herbal medicine as an alternative treatment method
- Churches and development agencies to offer mobile health facilities.
- Peace building activities so as to facilitate re-opening of closed health facilities and repairs made to the ones destroyed earlier due to conflict

Transport sector

- Government provision of armed escorts to travellers who go through Boron and Yatoi forests
- Some motorists encouraged to seek protection of local armed youth while travelling through dense forested areas such as Boron
- Use of routes deemed to be safe such as through Chebororwa or Makutano
- Customary cursing of bandits and armed robbers maiming villagers
- Sensitizing the locals on the importance of transport sector to their development

Economic lifestyle

- Adoption of alternative livelihoods like small scale business enterprises in safer areas and centers like Kapcherop.
Encouraging planting of cash crops such as tea and coffee which is more paying than other farming activities

Diversification of economic activities to include trading in shares and bonds

Encouraging locals to be keeping their money earned in banks than at home which makes them increase the chances of being robbed.

These are some of the solutions and preventive measures adopted by the various CBO's and NGO's to help curb the problem of armed conflicts and insecurity in Kapcherop division, which has not only negatively affected education in the division but also other crucial areas of the inhabitants' wellbeing that are important components of prosperity. The respondents also indicated that security forces only intervene during conflicts but do not necessarily aid in preventing conflicts. During conflicts, some respondents also hinted that security personnel prefer to give the warriors bullets than follow or confront the raiders. This has been one area of great collaborations between the community security arrangements and formal forces. Whereas the security forces have the resources (bullets), the warriors have the skill and courage to engage raiders from neighbouring communities.
5.0 Introduction

This chapter presents the summary of the study findings, conclusions and recommendations. Also presented in this chapter are suggestions for further research that could be carried out by future researchers in this area.

5.1 Summary of the study findings

The purpose of the study was to investigate the effects of armed conflicts and insecurity on school performance in Kapcherop division, Elgeyo Marakwet County.

The data for the study was collected from 200 pupils, 30 teachers, 4 provincial administrators and 4 informants hired by the researcher as study guides. The following are the major findings;

The number of pupils enrolled in the nine study schools declined steadily from 4706 (2549 boys and 2157 girls) in 2009 to 4337 (2322 boys and 2015 girls) in 2013 representing a decline of 15.38% for boys and 13.22% for girls. This shows that enrolment rates continually to decline at an average rate of 8% for both boys and girls as each passed leading to low retention and completion rates where the boys were more affected than the girls.

Dropout rates were highest in schools’ C, F, G and I with a steady increase of 5 dropouts per term in 2010 to an average of 7 dropouts in 2011 and 2012; this is the period when acts of armed conflicts and insecurity were the highest. From all the nine schools chosen for the study, it was clear that the boy child dropped out of
school highly than the girl child and this was attributed to the boys being enrolled in banditry activities as revenge missions after their families lost their only source of livelihoods, cattle and sheep and also to look after the families herds in their grazing lands and petty theft missions within the division or neighbouring districts.

Other than a reduction in enrolment, retention and completion rates in primary schools in the division and high dropout rates especially among the boys, other effects of armed conflicts cited include indefinite closure of schools, displacement of locals from their homes, death/loss of human lives and increased levels of poverty and destitution. To solve the above problem, frequent patrols by the Kenya Police and Administration Police have been intensified, frequent barazas held by chiefs and sub-chiefs have had some impacts though there are still some sporadic attacks being felt in some areas.

Effects of armed conflicts and insecurity on teachers’ morale have continued to be a big problem to all education stakeholders in the division. The respondents identified five issues that low morale manifests itself in including low academic performance especially in national examinations, high teacher turnover, frequent workplace conflicts which in some instances led to the affected teachers suing each other for assault and bodily harm and frequent absenteeism. During the same period, pupils’ morale to pursue their studies was also negatively affected and this manifested itself through increased cases of truancy, rise in cases of indiscipline (rudeness) especially among the boys, poor academic performance and absenteeism.
In trying to illustrate the relationship that exists between the occurrences of armed conflicts and insecurity and the low academic performance of primary schools in the division, descriptive statistics was used to show measures of central tendencies of how low the pupils marks in national examinations were compared to those of neighbouring schools or between those schools experiencing calmness and those in conflict areas. ANOVA was also used to illustrate the strength of the relationship between occurrences of armed conflicts and insecurity and the low academic performance posted by primary schools in the division. By choosing a confidence level of 0.05, the correlation coefficient thus obtained was less than the confidence level and we can conclude that the low academic performance of primary schools in the division was as a result of frequent cases of armed conflicts and insecurity experienced in the division and this problem was escalated by the ease with which firearms were easily obtained by those with evil intentions.

Conflict and insecurity mediation, mitigation and prevention strategies have been put in place by to ensure normalcy returns by relevant stakeholders and organizations and this is why there has been a reduction in the number of attacks to the locals. Measures adopted include high level frequent negotiations between warring families and communities, mediation, conciliation, arbitration and community based judicial processes. Other measures adopted are community based and locally developed and aimed at ensuring that cases of armed conflicts and insecurity are minimized though solving fundamental issues likely to trigger conflicts.
5.2 Conclusions

From the findings, the study concludes that armed conflicts and insecurity in Kapcherop division is the main cause of low academic performance of primary in national examinations. Low enrolment, retention and completion rates in these primary schools are as a result of this problem. The problem has been aggravated by the ease with which small arms can be easily obtained making cattle rustling and robberies a commercial venture with deadly and severe consequences.

Teacher and pupils morale has been negatively affected as they have been forced to fake all types of excuses to be able to get a chance of being away from school without any dire consequences. Low morale in teachers manifests itself in terms of frequent absenteeism, low creativity, workplace conflicts and high teacher turnover while pupils’ low morale is manifested through pupils being rude to their teachers and especially the boys and being absent from school without permission.

The prevalence of armed conflicts and insecurity has negatively affected academic performance of primary schools in the division as there has been a continued decline in academic performance since 2009 to 2012 as this was the period which recorded the highest incidences of armed conflicts and insecurity.

In attempting to solve the problem of armed conflicts and insecurity, knowing the root causes of the problem has helped to minimize the probability of it occurring anytime in the future. The major causes of armed conflict in the division are infiltration of firearms, competition for scarce resources, poverty and politics. Measures to curb/prevent the recurrences of armed conflicts and insecurity include
the establishment of primary boarding schools for boys to keep them in school, 
organizing peace meetings and barazas by chiefs and sub-chiefs, opening of 
livestock markets along the borders, drilling of boreholes to reduce cases of resource 
competition, buying of guns from cattle rustlers’, intercommunity dialogues, 
intensifying of regular patrols by the regular police and administration police 
officers and improvement of road transport to ease movement from one place to 
another and also to facilitate regular patrols by the police and administration police

5.3 Recommendations
Based on the findings of this study, the researcher has proposed a number of 
recommendations that are aimed at arresting cases of run-away crime in Kapcherop 
division and as well as try to resolve such conflicts in order to avert cases of 
retaliatory attacks after such events have happened. Conflict mitigation resolution 
should be made part and parcel of poverty reduction intervention measure in the 
division and other affected areas. Some of the recommendations include:

5.3.1 Provision of Security by the State to its Citizens
It is the duty of the government to provide security to all Kenyans, pastoralists alike, 
should be included. Law and order should be maintained in the country while at the 
same time more security personnel should be recruited and deployed in conflict 
prone areas, and the same security officers should be equipped with more latest and 
powerful equipment and guns to easily detect and pacify cases of armed conflicts 
and insecurity both in Kapcherop division and areas facing the same problem.
5.3.2 Disarmament and Control of Arms

Greater percentage of the respondents cited infiltration of arms/guns as a major problem and the cause of conflicts and insecurity in the division. Most of the respondents requested for the disarmament of the neighbouring communities since the government has the mandate and machinery to do this. They also suggested that it is important that the government does this first by trying to understand the myth behind gun culture, that is, questions as to why people acquire guns should interrogated deeply and any disarmament process should be done through a consultative approach between the government and the local leaders.

They also noted that disarmament should be a gradual process where one community does not suspect foul play aimed at making the vulnerable. Mistakes of the past that entailed forced and selective disarmament should not be repeated.

5.3.3 Sustainable Development Programs

This study recommends the initiation of sustainable development projects aimed at improving the peoples' livelihoods and thereby engaging them in productive activities and assist them to avoid engaging in acts that cause conflicts and insecurity. Such programs may include:

a) Common service projects:
   i. Primary and Secondary schools
   ii. Hospitals and Health centers
   iii. Churches
   iv. Linking roads hence enhancing social interaction and trade

b) Management and sharing of scarce natural resources such as water and pasture

c) The establishment of livestock projects entailing treatment of livestock diseases, improvement of breeds and keeping the right number of animals which leads to
enough milk for sale and consumption therefore solving the problem of poverty and malnutrition. Also, promotion and marketing of both livestock and livestock products should be promoted such as milk, hides and skins and meat.

d) Productive agricultural areas should be put under irrigation in the lowlands of neighbouring districts through provision of project loans to revive such projects' hence assisting the residents get engaged which leads to reduction of idleness that in most cases leads people to think of crime.

5.3.4 Improvement of Education

From the study, one thing is very clear that, pastoralist communities place high value on livestock, early marriages of girls for dowry and ownership of a gun hence giving little regard for education. The few girls who enroll in school are married off to boys or to older men who are viewed as wealthier for dowry. The study therefore recommends the following:

a) The government and other education stakeholders should establish boarding primary and schools that will assist these pupils and students to be kept in school for a longer time.

b) The government and stakeholders in education sector should also enforce the universal free primary education hence assisting those who are unable to take their children to school after cases of armed conflicts and insecurity as this will act a change and transformation agent.

c) Facilitating the payment of untrained teachers to take after duties and work left by teachers who have relocated to safer places to escape conflicts and insecurity in the division.

d) Improvement of youth polytechnics, formal and informal education systems to rehabilitate the many primary school dropouts and last but not least,
e) Education stakeholders should put in place programs that help to sensitize communities on the value of education both to the girl and boy child.

5.3.5 Road and General Infrastructure

The poor road network within Kapcherop division, neighbouring divisions and Marakwet East and West has inhibited movement of people from one place to another, hampered timely and effective dispatch of security personnel to apprehend cattle rustlers, petty thieves and bandits and also reduced the ease in provision of social services to the inhabitants in times of conflicts. The study therefore recommends the improvement of such roads and the construction of other feeder roads hence opening interior parts of the division, these roads opened up will assist in facilitating trade general development of the area and ease in mobility of security personnel during security operations missions. Kenya Power and Lighting through Rural Electrification programs should be facilitated by the government to provide electricity to areas hit by cases of armed conflicts and insecurity as these will boost development of such areas thus solving conflicts and insecurity.

5.3.6 Youth and Women Tailored Projects

The youth are the major actors in the perpetration of conflicts and violence in the division. Poverty and unemployment make them vulnerable to manipulation. The study therefore recommends that the youth be involved in peace processes and initiatives taking place in their communities. The study recommends that the youth should engage in inter-ethnic interactions aimed at fostering peace and reconciliation such as sports, music, youth clubs and drama festivals. The youth should also be empowered through encouraging them to participate in income generating activities such as carpentry (making beehives), gravel production, quarrying and sand...
harvesting. Women as well should be made part of the solution through attending workshops, seminars and training that equip them with skills on building peace within the communities.

5.3.7 Awareness and Sensitization on Conflict and Peace Building

All awareness creation tools and mediums should be extensively used so as to shed light on the severity of inter-community conflicts and other emergent conflict dynamics. Inter-community meetings between warring parties should be initiated by the government and community based organizations (CBO’s), radio and print media, songs, poems, drama and exhibitions should be incorporated to create awareness on conflicts.

5.3.8 Community based Mediation, Dialogue and Peace initiatives

Inter-community mediation and dialogue should be enhanced to prevent violence from occurring after cattle raids. This should be modeled on the customary conflict management mechanisms where elders are facilitated to understand, analyze and come up with joint action plans aimed at curbing the problem of conflict and insecurity. Secondly, community based peace initiatives should be adopted because it is one way where they are able to own the problem at hand through agreements, pacts and penalties. The study therefore recommends that communities should develop and all inclusive, comprehensive and systematic framework of resolving conflicts and if need be, the government can be involved to enforce such agreed resolutions.
5.3.9 Establishing and strengthening existing Peace Building Structures

This study recommends the strengthening of existing indigenous conflict management mechanisms and if these structures are not there, then new structures should be set up which include trainings, formation of linkages and visits to learn from case studies such as the “Murkutwo Massacre”. There should be a continued collaboration between the government through the provincial administration (chiefs and Sub-Chiefs) and local peace structures and facilitators and CBO’s on conflict management.

5.3.10 Resettlement of displaced Families and Rehabilitation of Destroyed Public Utilities

Families and victims displaced by armed conflicts in the division should be provided with materials to rebuild their shattered lives and livelihoods which include provision of seed money, materials for construction of houses such as mabati, nails among others, construction of schools, hospitals or restocking animals for those who are willing to go back to their original homes.

5.4 Suggestions for Further Research

Based on the study conducted to find out the effects of armed conflicts and insecurity in Kapcherop division on school performance, the researcher proposes the following recommendation for further research,

✓ A comparative study be done in other divisions bordering Kapcherop division to determine effects of armed conflicts and insecurity on academic performance in primary schools in those areas.
REFERENCES


Cornish D, Clark, Rv, 1986. The Reasoning Criminal: Rational Choice Perspectives on


Offending New York: Springer-Verlag.


APPENDICES

Appendix I: Prior Informed Consent Sheet for Research Participants

The aim of this sheet is to facilitate informed consent by communicating with participants in language that they can understand quickly and hence assist effectively in data collection.

Information Sheet

Purpose of the Study: As part of the requirements for a Master’s Degree at Kenyatta University, I have to carry out a research study. The main Purpose of this study is to find out the effects of armed conflicts and insecurity on primary schools’ performance in Kapcherop Division, Marakwet West District, Elgeyo-Marakwet County and to formulate and recommend action plans aimed at curbing the problem of armed conflicts and insecurity in the area chosen for the study.

What will the study involve? The study will involve conducting interviews, administering questionnaires and in some instances observation methods to collect data for the study. Standard Seven and Eight pupils from 11 primary schools purposefully selected for the study will be used and 30 teachers as well. The researcher will randomly select locations and sub locations that can provide relevant information for the study. The research will collect information on the effects of armed conflicts and insecurity on school performance between the years 2010 to 2013.

Why have you been asked to take part? You have been asked to take part in the study because you are specifically suitable to provide data for the study owing to you understanding of the effects of armed conflicts and insecurity on school performance, a problem which has become rampant in the division.

Do you have to take part? No - Participation in voluntary
Will your participation in the study be kept confidential? Yes. I will ensure that no clues to your identity appear in this Research Project. Any extracts from what you say that will be quoted in this Project will be entirely anonymous.

What will happen to the information that you give? It will be kept confidential from third parties (including villagers, workers, teachers and superiors). The data will be kept confidential for the duration of the study and on completion of this Project, they will be retained for a further three months and then destroyed.

What will happen to the results? The results will be presented in a Research Project. They will be seen by my supervisor, a second marker and an external examiner. The Project may be read by future students on the course and may be published in a research journal.

What are the possible disadvantages of taking part? None. I don’t envisage any negative consequences for you in taking part in this study.

What if there is a problem? At the end of the interview, I will discuss with you how you found the experience and how you are feeling. If you subsequently feel distressed, you should contact me on my mobile number 0720 322901, and I will find time to visit you immediately.

Who has reviewed this study? Before any student is allowed to do any research at the university, it is first reviewed by the department of Educational Management, Policy and Curriculum Studies and approval to collect data from the field is given by the Graduate School of Kenyatta University.

Any further queries? If you need any further information, you can contact me: Kibet Reuben Korir, Mobile number 0720 322901 or 0738 060528 or 0750 401555, email address reubenkkibet@yahoo.com

If you agree to take part in this study, please sign the consent form overleaf
Appendix II: Consent Form

I agree to participate in the effects of armed conflicts and insecurity on school performance, a case of primary schools in Kapcherop division research study. The purpose and nature of the study has been explained to me in writing. I am participating voluntarily.

I give permission for my interview with (name) to be tape recorded.

I understand that I can withdraw from the study, without repercussions, at any time, whether before it starts or while I am participating.

I understand that anonymity will be ensured in the write-up by disguising my identity.

I understand that disguised extracts from my interview may be quoted in the Research Project and any subsequent publications if I give permission below:

(Please tick one box)

I agree to quotation/publication of extracts from my interview [ ]

I do not agree to quotation/publication of extracts from my interview [ ]

Signed................................. Date............................
Appendix III: Pupil Questionnaire

Instructions

Do not write your name

1. What is your age?

2. Which class are you in?

3. What is the name of your village?

4. Have you experienced any form of armed conflicts and insecurity?
   Yes [ ] No [ ]
   State the forms you know.

5. What reasons lead people to engage in acts that cause conflicts and insecurity?
   State any that you know.
   i.
   ii.
   iii.
   iv.

6. What weapons do you think are used to cause conflict and insecurity in your area? (Tick)
   Guns [ ] Pangas [ ] Bows and Arrows [ ]

7. Do you know of anyone who owns a gun in your village? (Tick)
   Yes [ ] No [ ]

8. Are there any reasons you know why some people in your village own these weapons ticked above?
   i.
   ii.
   iii.
   iv.
9. Have these cases of conflict and insecurity in your locality affected your studies in any way?  
   Yes [ ]  
   No [ ]

State how?

10. Apart from affecting your studies (if any), what other negative effects do you know that has resulted from armed conflicts and insecurity within your locality?

Tick from the list below.

Loss of human life [ ]
Loss of property [ ]
Displacement of people to other areas [ ]
Increased hatred between neighbours [ ]
Increased dependency on relief food [ ]
Disruption of livelihoods and socio-economic activities like farming, trading etc [ ]
Increased rates of poverty levels and hardships among families [ ]
None of the above [ ]

11. Do you know of any measures that have been put in place by the local leaders to curb armed conflicts and insecurity in your area?

Yes [ ]  
No [ ]

List down the measures you know.

12. Do you know of any measures that have been put in place by the government through the area chief and assistant chief to curb armed conflicts and insecurity in your area? Tick appropriately.

   Yes [ ]  
   No [ ]

List down the measures you know.
Appendix IV: Teacher Questionnaire

This questionnaire seeks to investigate the effects of armed conflicts and insecurity on school performance, a case of primary schools in Kapcherop division, Elgeyo Marakwet County. This study forms part of the requirements for the researcher’s Masters Degree in Education of Kenyatta University. You should not write your name or any other identification on the questionnaire. This guarantees anonymity. Honest and complete responses to all the questions are requested and will be highly appreciated. The responses you give will be treated with utmost confidentiality.

Section A: Demographic Data

1. Please indicate your gender (tick where appropriate)
   Male [ ] Female [ ]

2. Please indicate teaching work experience (tick where applicable)
   Less than 5 years [ ] 6 -10 years [ ]
   11 -15 years [ ] Over 16 years [ ]

Section B: Questions

1. Has armed conflicts and insecurity affected in any way enrolment, retention and completion of pupils in your school? Yes [ ] No [ ]

2. List any five or more ways you know of how armed conflicts and insecurity has affected enrolment, retention and completion of primary education of pupils in your school.
   a)
   b)
   c)
   d)
   e)
3. Have these cases of armed conflicts and insecurity within your locality affected your work and morale to service delivery? Yes [ ] No [ ]

State how? .............................................................................................................................................

4. Do you think armed conflicts and insecurity in the division have affected pupil’s morale in academics or to learn in your school? Yes [ ] No [ ]

Narrate if any.

5. Apart from affecting your morale to teach and delivery of teaching services (if any), what other negative effects do you know that has resulted from armed conflicts and insecurity within your locality? Tick from the list below.

- Loss of human life [ ]
- Loss of property [ ]
- Displacement of people to other areas [ ]
- Increased hatred between neighbours [ ]
- Increased dependency on relief food [ ]
- Disruption of livelihoods and socio-economic activities like farming, trading etc [ ]
- Increased rates of poverty levels and hardships among families [ ]
- None of the above [ ]

6. What measures have been put in place by the school administration to curb this problem?

a) 

b) 

c) 

d)
7. What measures do you know that have been put in place by the local leadership to arrest this issue of armed conflict and insecurity?
   a) 
   b) 
   c) 

8. What measures do you know that have been put in place by the government to arrest this issue of armed conflict and insecurity?
   a) 
   b) 
   c) 

9. Are there any programmes or any form of assistance you know that have been put in place that by the international community and stakeholders which assists to manage the problem of conflict and insecurity. State any,

Section C: Other Questions.

1. Do you know the weapons used by these criminals to cause insecurity in your area? Tick.
   Bows and Arrows [ ] Pangas [ ] Guns [ ]
   Rungus [ ] Spears [ ] Don’t know [ ]

2. If guns are used to perpetrate conflicts and insecurity in your locality, do you know the sources of these guns used by the criminals in your area? Tick.
   Somalia [ ] Uganda [ ] Ethiopia [ ] Sudan
   GOK [ ] Don’t know

3. What types of guns are frequently used?
   Old guns [ ] G3 [ ] AK47 [ ] M16 [ ]
   Don’t know [ ]
4. Do you know the price of these guns? Tick.  
   Yes [ ]  No [ ]  
   If yes, list down their prices.

<table>
<thead>
<tr>
<th>Gun</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Old Guns</td>
<td></td>
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<tr>
<td>G3</td>
<td></td>
</tr>
<tr>
<td>AK47</td>
<td></td>
</tr>
<tr>
<td>M16</td>
<td></td>
</tr>
</tbody>
</table>

5. On the use of guns, what do you think the locals in this division own it for? Tick appropriately.
   Protection purposes [ ]  Raiding opponents [ ]
   Prestige [ ]  Don’t know [ ]

6. How are these acts of armed conflicts and insecurity manifested or carried out?
   Night attacks [ ]  Road robberies [ ]  Dawn attacks [ ]
   Don’t know [ ]

7. What are the main causes of conflicts and insecurity that you know? Tick appropriately.
   Infiltration of firearms [ ]  Cattle rustling [ ]
   Competition for scarce resources [ ]  Heroism [ ]
   Dowry [ ]
   Discrimination among the residents [ ]  Poverty [ ]
   Politics [ ]  Crossing district borders [ ]
8. What impact have these armed conflicts and insecurity had on the victims? Tick appropriately.

- Loss of livestock
- Loss of human lives
- Disruption of trade (market days)
- Increased poverty
- School closures
- Slow or stunted development
- Displacements
- Orphaned children
- Illiteracy
- Hunger/Famine

9. List down post armed conflicts recovery methods you know.

10. What other recommendations can you suggest to be put in place to curb the problem of armed conflicts and insecurity in Kapcherop division?

11. Do you think the provincial administration (the chiefs and sub-chiefs) are doing enough to assist the central government to arrest this problem of armed conflicts and insecurity? (Write a small note)

12. Do you feel that the government has done enough to tackle the issue of armed conflict and insecurity in the division? (Write a small note)
13. Do you know of any quick response measures put in place by the provincial administration and the government to curb the persistent prevalence of armed conflicts and insecurity in Kapcherop division and neighbouring division? List down any.

14. On a scale of 0 to 10, can you rate these response measures you have listed above, put in place by the provincial administration and the government to curb the prevalence of armed conflicts and insecurity in the area and neighbouring divisions?

15. Is there any relationship between poor academic performance of primary schools in the division and the prevalence of armed conflicts in the division?

   Yes [ ]  No [ ]

   Explain your answer.

16. Can you list down the salient indicators of poor academic performance of primary schools in the division as a result of armed conflicts and insecurity you know?

   ..........................................................................................................................
Appendix V: Chief or Sub Chief Questionnaire

This questionnaire seeks to investigate the effects of armed conflicts and insecurity on school performance, a case of primary schools in Kapcherop division, Elgeyo Marakwet County. This study forms part of the requirements for the researcher’s Masters Degree in Education of Kenyatta University. You should not write your name or any other identification on the questionnaire. This guarantees anonymity. Honest and complete responses to all the questions are requested and will be highly appreciated. The responses you give will be treated with utmost confidentiality.

Section A: Demographic Data

1. Please indicate your gender (tick where appropriate)
   Male [ ] Female [ ]

2. Please indicate your work experience as a chief or sub chief (tick where appropriate)
   Less than 5 years [ ] 6 - 10 years [ ] 11 - 15 years [ ]
   Over 16 years

Section B: Questions

1. Does your location or sub-location experience cases of armed conflicts and insecurity?

2. What forms of armed conflicts and insecurity does your location or sub-location experience. (Tick applicable answer).
   Armed robberies [ ] Cattle rustling [ ]
   Inter-clan fights [ ] Retaliatory fights [ ]
   None of the above [ ]
   Others Indicate this ..................................................
3. How has your office dealt with cases involving armed conflicts and insecurity? Explain how.

4. Do you know the weapons used by these criminals to cause insecurity in your area? Tick.

- Bows and Arrows
- Pangas
- Guns
- Rungus
- Spears
- Don’t know

5. If guns are used to perpetrate conflicts and insecurity in your locality, do you know the sources of these guns used by the criminals in your area? Tick.

- Somalia
- Uganda
- Ethiopia
- Sudan
- GOK
- Don’t know

6. What types of guns are frequently used?

- Old guns
- G3
- AK47
- M16
- Don’t know

7. Do you know the price of these guns? Tick. Yes  No

If yes, list down their prices.

<table>
<thead>
<tr>
<th>Gun</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Old Guns</td>
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<tr>
<td>G3</td>
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<td>AK47</td>
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<td>M16</td>
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</tr>
</tbody>
</table>
8. On the use of guns, what do you think the locals of Kapcherop division own them for? Tick appropriately

Protection purposes [ ]  Raiding opponents [ ]
Prestige [ ]  Don’t know [ ]

9. How are these acts of armed conflicts and insecurity manifested or carried out?

Night attacks [ ]  Road robberies [ ]
Dawn attacks [ ]  Night and Dawn attacks [ ]
All the above [ ]

10. What are the main causes of conflicts and insecurity that you know? Tick appropriately.

Infiltration of firearms [ ]
Cattle rustling [ ]
Competition for scarce resources [ ]
Heroism [ ]
Dowry [ ]
Discrimination among the residents [ ]
Poverty [ ]
Politics [ ]
Crossing district borders [ ]

11. What impact on victims have these armed conflicts and insecurity caused to the victims? Tick appropriately.

Loss of livestock [ ]
Loss of human lives [ ]
Disruption of trade (market days) [ ]
Increased poverty [ ]
School closures [ ]
Slow or stunted development [ ]
Displacements [ ]
Orphaned children [ ]
Illiteracy [ ]
Hunger/Famine [ ]

12. List down post armed conflicts recovery methods or techniques that you know.

13. What other recommendations can you suggest to be put in place to curb the problem of armed conflicts and insecurity in Kapcherop division?

14. Does the central government provide enough mechanisms to support the fight against the problem of armed conflicts and insecurity that the researcher shall attempt to find out if it is the cause of general underdevelopment in your area of jurisdiction?

15. On a scale of 0 to 10, can you rate the governments’ effort in tackling the problem of conflict and insecurity in Kapcherop division?

16. In your own opinion, do you think armed conflicts and insecurity have had any impact on academic performance of primary schools in your area of jurisdiction and Kapcherop division as a whole? Explain your answer.

17. What other measures do you think should be put in place by all the stakeholders to curb the problem of armed conflicts and insecurity in Kapcherop division?
### Appendix VI: Sample Size Determination Table

#### Required Sample Size

<table>
<thead>
<tr>
<th>Population Size</th>
<th>Margin of Error</th>
<th>Confidence = 95%</th>
<th>Margin of Error</th>
<th>Confidence = 99%</th>
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<tr>
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<td>9423</td>
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<td>784</td>
<td>1537</td>
<td>9603</td>
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</tbody>
</table>

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Appendix IX: Deforested Areas
Appendix X: Poor Road Network
Appendix XI: Dilapidated Schools
Appendix XII: Abandoned Homesteads
Appendix XIII: Time Frame for the Study

The following is the time schedule for the intended research.

<table>
<thead>
<tr>
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<td>Proposal writing</td>
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<tr>
<td>Correction of proposal and piloting of research instruments</td>
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<td>Project presentation to supervisors</td>
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<td>Correction of Project</td>
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<td>Final Project writing and presentation for examination</td>
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</table>

Source: Own time frame
## Appendix XIV: Research Budget

<table>
<thead>
<tr>
<th>EQUIPMENT/ACTIVITY</th>
<th>DESCRIPTION</th>
<th>UNIT COST</th>
<th>NO. OF UNITS</th>
<th>AMOUNT (Kshs)</th>
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<tbody>
<tr>
<td>LAPTOP</td>
<td>Computer</td>
<td>40,000</td>
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<td>PROPOSAL</td>
<td>Typing and printing 50 pages</td>
<td>25</td>
<td>50</td>
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<td>Photocopying of proposal</td>
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<td>6 x 50</td>
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<td>Pilot survey</td>
<td>Transport to and from the field</td>
<td>3000</td>
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<td>6000</td>
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<td>Food and accommodation</td>
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<td>3000</td>
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<td></td>
<td>Photocopying of questionnaires for piloting</td>
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<td>30</td>
<td>450</td>
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<tr>
<td>Field</td>
<td>Travelling</td>
<td>1000</td>
<td>15</td>
<td>15,000</td>
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<td></td>
<td>Photocopying of questionnaires</td>
<td>15</td>
<td>200</td>
<td>3000</td>
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<tr>
<td></td>
<td>Lunch and accommodation</td>
<td>1500</td>
<td>15</td>
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<td>SPSS computer package</td>
<td>Data analysis</td>
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<td>Binding of thesis at University price</td>
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<td>1800</td>
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<td>Contingencies</td>
<td>10% of the total</td>
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<td><strong>Total</strong></td>
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<td></td>
<td></td>
<td><strong>173,870</strong></td>
</tr>
</tbody>
</table>
Appendix XV: Research Approval

KENYATTA UNIVERSITY
GRADUATE SCHOOL

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

FROM: Dean, Graduate School
TO: Mr. Kibet Reuben Kibet
Kenyatta University

DATE 21st January, 2014
REF: E55/CE/22812/10

SUBJECT: APPROVAL OF RESEARCH PROJECT PROPOSAL

This is to inform you that Graduate School Board at its meeting of 15th January, 2014 approved your Research Project Proposal for the M.Ed. Degree, entitled “Effects of Armed Conflicts & Insecurity on School Performance, a Case of Primary Schools in Kapcherop Division, Elgeyo Marakwet County, Kenya.”

You may now proceed with your Data collection.

Thank you.

JOSEPHINE KENDI
FOR: DEAN, GRADUATE SCHOOL


Supervisors:

Mrs Boit Lillian C.
KENYATTA UNIVERSITY

Dr. Ogola Martin O.
KENYATTA UNIVERSITY

JK/okc
The Permanent Secretary,
Ministry of Higher Education, Science & Technology,
P.O. Box 30040,
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR MR. KIBET REUBEN KIBET REG.NO:
E55/CE/22812/10 – MASTERS PROJECT

I write to introduce Mr. Kibet who is a Postgraduate Student of this University. He is registered for M.Ed. degree programme in the Department of Edu. Mngt. Pol. & Curr. Studies.

Mr. Kibet intends to conduct research for a proposal entitled, “Effects of Armed Conflicts & Insecurity on School Performance, A Case of Primary Schools in Kapcherop Division, Elgeyo Marakwet County, Kenya.”

Any assistance given will be highly appreciated.

Yours faithfully,

MRS. LUCY N. MBAABU
FOR: DEAN, GRADUATE SCHOOL
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Reference: NACOSTI/P/14/4219/1038

Reuben Korir Kibet
Kenyatta University
P.O.Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "Effects of armed conflicts and insecurity on school performance, a case of primary schools in Kapcherop Division," I am pleased to inform you that you have been authorized to undertake research in Elgeyo-Marakwet County for a period ending 31st July, 2014.

You are advised to report to the County Commissioner and the County Director of Education, Elgeyo-Marakwet County before embarking on the research project.

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

Said Hussein
For: Secretary/CEO

Copy to:

The County Commissioner
The County Director of Education
Elgeyo-Marakwet County.
Appendix XVIII: Research Permit

THIS IS TO CERTIFY THAT:

Mr. Reuben Korir Kibet
of Kapsowar, has been permitted to
conduct research in Elgeyo-Marakwet:

on the topic: EFFECTS OF ARMED
CONFLICTS ARMED CONFLICTS AND
INSECURITY ON SCHOOL PERFORMANCE
A CASE OF PRIMARY SCHOOLS IN
Kapcherop Division

For the period ending:
31st July, 2014

Applicant
Signature

Panel of 
Examiners

Secretary
National Commission for Science,
Technology & Innovation

Date of Issue: 16th May, 2014
 Fee Received: Ksh 1,000.00

Permit No: NACOSTI/P/14/4219/1038