

**THE IMPACT OF POST ELECTION VIOLENCE ON KCPE  
PUPILS' PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN  
ESISE DIVISION, NYAMIRA COUNTY, KENYA**

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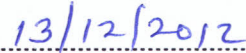
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## DECLARATION

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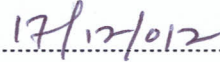
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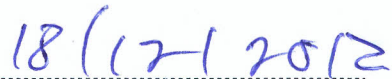
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## DEDICATION

This work is dedicated to my beloved daughter and son, Ruth and Caleb to whom I am indebted to be a role model.

## ACKNOWLEDGEMENT

Conducting a research is an enormous endeavor that takes a lot of time, pain and money. Many people have contributed a lot to this project in one way or another. Time and space cannot allow me to note them name by name. However, I am greatly thankful to my supervisors Dr. Ogeta and Dr. Libese of the Department of Educational Management, Policy and Curriculum Studies, Kenyatta University, who taught me and guided me with their rich experience and expertise to be able to complete this project. I am also grateful to my research methods lecturer, Dr. Orodho, a fellow in research methods, Kenyatta University.

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## ABSTRACT

Esise Division experienced a decline in Kenya Certificate of Primary Examination (KCPE) performance, especially in public day primary schools. To what extent was the low KCPE performance due to the 2007/2008 post election violence given that Esise Division is located in the affected environment? The purpose of the study was to investigate the impact of post election violence on KCPE pupils' performance in public day primary schools from 2008 to 2010, in Esise Division, Nyamira County. The objectives of the study were to: find out the impact of 2007/2008 Post Election Violence (PEV) on learners' enrolment, determine the impact of 2007/2008 PEV on the teaching staff, identify the impact of 2007/2008 PEV on the teaching/learning resources, find out the impact of 2007/2008 PEV on the confidence of the school community and identify the impact of 2007/2008 PEV on KCPE pupils' performance from 2008 to 2010 in public day primary schools in Esise Division, Nyamira County. The study used the descriptive survey design. Descriptive survey design was found appropriate for explaining or exploring the existing status of two or more variables at a given situation. The target population of the study constituted all the fifteen (15) day primary schools, the fifteen (15) head teachers, the one thousand two hundred and two (1202) pupils from Standards 7 and 8, and thirty (30) class teachers (a class teacher per classes seven and eight). From these a fifty percent (50%) sample of eight (8) schools was randomly selected, eight (8) head teachers, sixteen (16) class teachers and thirty percent (30%) of the pupils which translates to three hundred and sixty (360) pupils was used to collect data. A pupils' Questionnaire (PQ), Class teachers' Questionnaire (CTQ) and a Headteachers' interview schedule (HTIS) was used to collect data. An observation checklist supplemented these instruments. To ensure validity and reliability of the instruments, a pilot study was carried out in two schools, drawn from the study area. At the same time, supervisors from the department of Education Management, Policy and Curriculum Studies of Kenyatta University were relied upon to establish content and face validity of the instruments. Data analysis was done through means, frequency counts and percentages. The findings of the study revealed that PEV had negative impact on learners' enrolment which decreased gradually from 2535 in 2007 to 2179 in the year 2012. Post Election Violence had negative impact on teaching staff with 87.5 percent economic constraint, 68.8 percent psychological distress, 93.8 percent lost property, and 81.2 percent traumatized. 50 percent of the respondents reported witnessing destruction of the teaching/learning resources which hindered the learning process. The confidence of the school community on public primary schools was found to have dropped rating insecurity (75.0 percent) as a major threat to learning having impacted negatively on pupils' performance. It was also realized that PEV impacted on KCPE pupils' performance which saw a progressively declining negative index in 2008, 2009 and 2010 of -5.6, -3.8 and 1.4 respectively. It is hoped that the findings of this study may help parents, pupils, teachers and the Ministry of Education Science and Technology in addressing the PEV effects responsible for KCPE pupils' dismal performance in day public primary schools in Esise Division, Nyamira County.

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## ABBREVIATIONS AND ACRONYMS

C	Community
CSOs	Community Society Organizations
CTQ	Class Teacher Questionnaire
DEO	District Education Officer
G/C	Guidance and Counseling
GoK	Government of Kenya
HIV/AIDS	Human Immune Virus/ Acquired Immuno- Deficiency Syndrome
HTIS	Headteacher Interview Schedule
IDP	Internally Displaced Persons
KCPE	Kenya Certificate of Primary Education
KRCS	Kenya Red Cross Society
L	Learners
L/T	Learning Teaching
MoEST	Ministry of Education Science and Technology
MSS	Mean Standard Score
NGOs	Non Governmental Organizations
PEP	Post Exposure Prophylaxis
PEV	Post Election Violence
PQ	Pupil's Questionnaire
SGS	School of Graduate Studies
SMC	School Management Committee
TLR	Teaching Learning Resources
TS	Teaching Staff
TSC	Teachers Service Commission
UNESCO	United Nations Educational Scientific and Cultural Organization

## CHAPTER ONE

### INTRODUCTION

This chapter highlights the background of the study, statement of the problem, purpose of study, objectives of the study, limitations and delimitations of the study, significance of the study, assumptions of the study, theoretical framework, conceptual framework and definitions of operational terms.

#### 1.1 Background of the Study

Education reform efforts in developing countries have aimed at providing quality education for national development. According to Ayot and Briggs (1992) education yields direct and indirect benefits both to the individual and to the society. The benefits that go directly or indirectly to the individual are known as private benefits, sometimes referred to as private rates of return. The benefits to the individual include: increased level of earning, access to jobs, especially in the modern sector, is determined by an individual's education. Primary and secondary qualifications and university degrees are pass keys to the limited opportunities for well-paying jobs. Psacharopoulos and Maureen (1985) state that besides direct benefits, there are indirect benefits, which include interpersonal relations, good health and high social standing that is far in excess of those of other people of equal abilities but without education. Formal education world over provide access to elite positions, power and status. The benefits to society that accrue from investment in education are assessed by using extra earning of educated people which include taxes, since the state receives them. Some of the economic and non economic benefits to society are: improvement and innovation by promoting inquiring of the mind; spreading knowledge in society; recognition of talent; promotion of mobility of labour between jobs and geographical areas; educating one

generation has beneficial effects on the next and education may lower fertility rate, Bishop (1994). It's worth noting that if the learning teaching environment is not conducive all the foregoing benefits will not be realized.

Abagi (1997) notes that all over the world education sector faces challenges such as high wastage as a result of repetition and dropouts. He further states that many of the challenges affecting pupil performance are associated with parents, teachers, school environment and facilities. Bishop (1994) adds to the list of challenges facing the provision of primary education gender and regional disparities; civil strife among countries and tribes; high costs; inadequate infrastructure; shortage of teachers and overstretched facilities. According to Bishop (ibid) education is a critical factor in the promotion of peace among nations and peoples of the world.

According to a study carried out in Columbine, Educators (2008) violence is a concern for many new and veteran teachers. The study found out that violence has adverse effects on teachers, learners and physical facilities. The study concludes that such violence may affect the academic performance of institutions. While most teachers feel that their responsibility is limited to what happens in their classroom, educators must be involved with what goes on outside their classrooms as well. The study concluded that all parents, stakeholders, state agents and entire school community should be involved in averting any enormous impact of violence in educational institutions.

A study carried out in 21 developing countries in Sub-Saharan Africa that included Chad, Ethiopia, Burundi, Democratic Republic of Congo, Uganda and Angola among others, found out that they were spending more on military hardware than on primary education (Wachira, 2011). The UNESCO Report (2008) affirms this idea and points

out that the culture of impunity has robbed many children of secure home environment and access to education that is essential in learning. Such un-peaceful communities propagate attacks on children, sexual violence on girls as well as the destruction of school facilities which in turn hinder the normal learning process. The report further states that these violent conflicts in many countries have not just destroyed school infrastructure but also children's hopes and ambitions.

In Kenya, according to Wachira (2011) a large number of children whose families were displaced from their homes in 2007/2008 post-election violence are some of the 28 million children globally who are out-of-school as a result of political conflict and armed violence. The 2007 post-election violence had a far reaching effect. The learning process was disturbed as learners would not go to school and most schools became Internally Displaced Persons (IDP) camps in the affected areas. According to the Kenya News Agency that quoted Karega Mutahi, the then Permanent Secretary for Education, Government of Kenya, in a press interview, the violence had affected 1.7 million children in Early Childhood Education institutions, 8 million in primary, 1.1 million secondary schools, and 100,000 in tertiary institutions and 112,229 in universities, (Xinhua, 2008). In this interview, Muthai further claimed that most schools in Nyanza Province had not opened and that the few operational schools were those in Southern Nyanza, adding that classes in 15 schools in Nairobi were halted after chaos erupted in some areas. The insecurity for learners, teachers, and parents in some parts of the country formed reason for keeping away from school for fear of their safety. According to Poster (2009) the violence in Nyanza and western Kenya was directed towards government facilities and gradually took the form of looting and destruction.

The schools in Borabu District, which is the home District of Esise Division, Nyamira County, suffered most during the 2007/2008 post-election violence due to its location along the Kisii/Kipsigis boarder. According to the Waki Commission on post-election violence which visited Ribaita Primary School on the Sotik/Borabu border, the school was burnt by an opponent community during the border fighting between the Kipsigis and Kisii (GoK, 2008). The report also included several other primary schools along the common border, including Isoge, Rianyaemo, Saiga-Ngiya, Memisi, Magombo, Kebuse, and Raitigo that suffered varying levels of destruction.

Several researches have been carried out on the effects of the 2007/2008 Post-Election Violence (PEV) in Kenya especially on the KCPE academic performance, however, no research has been conducted to find out the impact the post-election violence had on KCPE performance in public primary schools in Esise Division, Nyamira County. As such, there was an urgent need to carry out investigations to establish the impact of 2007/2008 post-election violence on KCPE performance in Esise Division, Nyamira County, between 2008 and 2010.

## **1.2 Statement of the Problem**

Education reform efforts in developing countries have aimed at providing quality education for national development. According to Ayot and Briggs (1992) and Psacharopoulos and Maureen (1985) education yields direct and indirect benefits both to the individual and to the society; which include interpersonal relations, good health and high social standing that is far in excess of those of other people of equal abilities but without education. Formal education world over provide access to elite positions, power and status. The benefits to society that accrue from investment in education are assessed trough the extra earning of educated people which include taxes, since the

state receives them. For this reason, all countries wish to promote access to education by all. If the learning/teaching environment is not conducive all the foregoing benefits will not be realized. According to Bishop (1994) among the many of the challenges affecting pupil performance are associated with civil strife in the countries and tribes.

In the 2007/2008 Esise Division was one of the regions that experienced the Post-Election Violence (PEV). What was the impact of the 2007/2008 PEV on KCPE pupils' performance in public primary schools in Esise Division, Nyamira County, Kenya?

### **1.3 Purpose of the Study**

The purpose of this study was to investigate the impact of post-election violence on KCPE pupils' performance in public day primary schools from 2008 to 2010, in Esise Division, Nyamira County.

### **1.4 Objectives of the Study**

The objectives of the study were:

- i. To find out the impact of 2007/2008 post-election violence on learners' enrolment in public day primary schools in Esise Division, Nyamira County.
- ii. To determine the impact of 2007/2008 post-election violence on the teaching staff in public day primary schools in Esise Division, Nyamira County.
- iii. To identify the impact of 2007/2008 post-election violence on the teaching/learning resources in public day primary schools in Esise Division, Nyamira County.
- iv. To find out the impact of 2007/2008 post-election violence on the confidence of the school community in the public primary schools in Esise Division, Nyamira County.

- v. To identify the impact of 2007/2008 post-election violence on KCPE pupils' performance from 2008 to 2010 in public day primary schools in Esise Division, Nyamira County.

### **1.5 Research Questions**

The following questions were used to guide the research:

- i. What was the impact of 2007 post-election violence on pupils' enrolment in public primary schools in Esise Division, Nyamira County?
- ii. What was the impact of 2007 post-election violence on the teaching staff in public primary schools in Esise Division, Nyamira County?
- iii. To what was the impact of 2007 post-election violence on the teaching/learning resources in public primary schools in Esise Division, Nyamira County?
- iv. What was the impact of 2007 post-election violence on the confidence of the school community in the public primary schools in Esise Division, Nyamira County?
- v. What was the impact of the 2007/2008 post-election violence on KCPE pupils' performance from 2008 to 2010 in public primary schools in Esise Division, Nyamira County?

### **1.6 Significance of the Study**

The findings of the study had both theoretical and practical implications for the future of education in Kenya. Theoretically, the study was hoped to contribute to the advancement of knowledge about education during war periods. It was hoped to highlight the impact of PEV on KCPE pupils' performance in day public primary schools in Esise Division, Nyamira County. The study was hoped to be of immediate benefit to the Ministry of Education, Science and Technology (MOES&T) in the

formulation of the future education policies and enhancing pupils' performance. The study finally was hoped to form a base on which others can develop their studies.

### **1.7 Limitations of the Study**

The following challenges were encountered:

- i. A few respondents were not ready and willing to give correct information.
- ii. Being school based student, funds and time posed a challenge.
- iii. Poor road network made data collection cumbersome and thus delayed data collection.

### **1.8 Delimitations of the Study**

The study was carried out in Esise Division. It was confined only to the impact of 2007/2008 post-election violence on KCPE pupils' performance in public day primary schools from 2008 to 2010. At the same time, the study only interviewed class seven and eight pupils, headteachers and classroom teachers who were in session.

### **1.9 Assumptions of the Study**

The following were the assumptions of the study:

- i) All sampled schools were affected by the post-election violence.
- ii) The teaching and learning resources were affected during the violence
- iii) Pupils' performance in KCPE was affected.

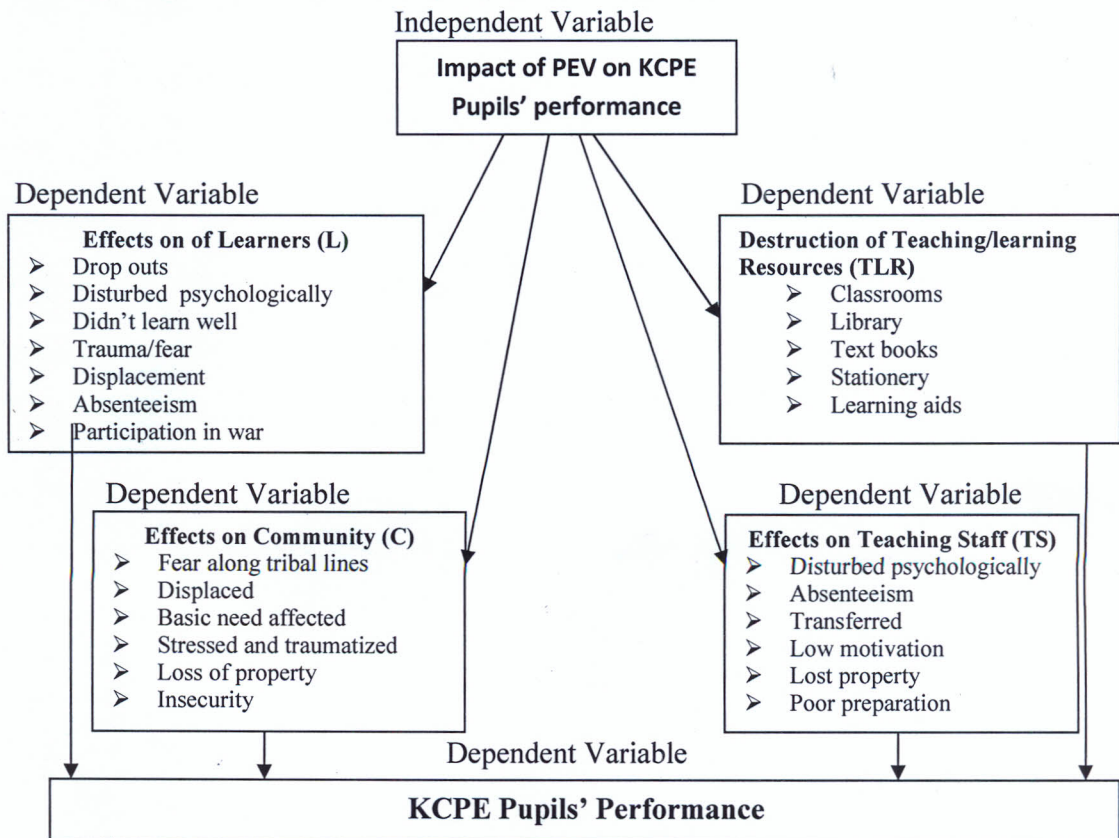
### **1.10 Theoretical Framework**

The study was guided by social conflict theory advanced by Karl Max (1844). According to Karl Max, social behavior can best be understood in terms of tension and conflict between individuals and groups. The social conflict theory states that groups within a capitalist society tend to interact in a destructive way which allows no mutual

benefit and little cooperation. Marxist further argues that human history is all about this conflict, a result of the strong-rich exploiting the weak. The solution Marxist proposes to this problem is a mutual revolution to break the stressful situation that prevails with the aim of reconciling the society along lines of collective ownership and mass democratic control. This theory was found relevant to this research, because the central problem was the impact of the tension between the contented election winners and the discontented election losers that resulted in the 2007/2008 post-election violence and the subsequent KCPE pupils' performance. This impact was linked with the stressful human behavior and subsequent annihilation of a conducive teaching and learning process.

### 1.11 Conceptual Framework

The figure below shows the relationship between the independent variable and the dependent variables



*Source: Researcher*

From the conceptual framework above, the independent variable was the impact of post-election violence (PEV) and the dependent variables were the learners' enrolment, the teaching /learning resources, the teaching staff, the community's confidence and KCPE performance. From the framework the PEV affected the Learners, the teaching/learning resources, the teaching staff and the community which in turn affected the KCPE performance.

### **1.12 Definitions of Operational Terms**

**Community:** refers to the total population of people surrounding the PEV affected schools

**Post-Election Violence:** this is violence that was experienced after 2007 presidential elections

**Teaching staff:** refers to TSC employees and SMC teachers who are entrusted the responsibility of teaching the learners and implementing the school curriculum.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

The literature related to the problem was reviewed under the following subheadings: Impact of Post-Election Violence on the learners' enrolment, teaching staff, teaching/learning resources, the confidence of the school community on the public primary schools, KCPE pupils' performance and then lastly the Summary.

Nicolai and Triplehorn (2003) states three measures of the impact of conflict in education. The first one is attacks on schools or learning institutions. This is the most easily quantifiable way of measuring the effect of violence on education. It involves counting the number of schools or learning institutions attacked or destroyed. The second measure is reduced or increased enrolment and attendance at schools. This is caused by internal displacement of children from their homes. A third measure is the access to quality education during times of crisis. When there is conflict the child who attends school that may be set up in camps does not get quality education due to inadequate human and material resources and continued fear of possible attacks that may lead to closures of schools that have been set up. There are also indirect measures such as disruption of the learning process resulting from dislocation of teachers and the personnel that supports education.

#### **2.2 The Impact of Post-Election Violence on Learners' Enrolment**

The effect of post-election violence on the learners was both short term and long term. In the short term, although schools reopened, many students did not report back. They were stuck in their home areas, as roads were barricaded and public transport made insecure by gangs armed with crude weapons. Fears for the safety of some of the school

children, who were learning in different schools across the country (some of which were burnt) led to their transfer to the schools near their homes (WERK, 2008). Many other students lived in IDP camps where they had sought refuge. There seemed to be no chance of going back to their former schools anytime soon. According to the principal of the SOS Hermann Gmeiner School in Eldoret, Omobe (2010) the post-election violence weighed heavily on the school programme. He claimed that learning experienced frequent disruption of daily programmes due to fear. Any slight unease sent parents in a panic rush to get their children out of school for their safety. Some schools were forced to push the programmes into the school holiday so as to cover some of the time that had been lost. This in turn deprived the learners their leisure time. Some learners had their parents living in the displacement camps which led to psychological and emotional trauma. Some of the learners from the targeted communities transferred, while others quitted school altogether. The guidance and counseling department tried to reassure the affected learners and asked them to calm down on the assumption that things would improve.

According to Onsongo (2008) the learners who returned to schools in the affected areas did not have enough teachers to teach them as the teachers did not come to school due to various reasons emanating from the crisis. The learners also lost their parents who were meeting their financial and social needs. The most affected were the candidate classes who did not have enough time to prepare adequately for their examinations due to the crisis, trauma, loss of learning materials and insecurity.

There is documented evidence of such effects of PEV on the trends of schools' enrolment in parts of Kenya and their subsequent effects on academic performance (GoK, 2008). However, no research has been done in Esise Division, Nyamira County

to find out the effect of PEV on school enrolment. This study was aimed at filling that information gap.

### **2.3 The Impact of Post-Election Violence on the Teaching Staff**

According to Onsongo (2008) post-election violence affected the teachers in several ways and in various parts of the country. The effects ranged from being forced to flee from their homes due to insecurity in their work stations, displaced due to the violence caused by the crisis, lose of property through burning down of their houses, theft, threats considered to be from a different ethnic group or community, while some teachers were not able to report back to work on schedule due to lack of transport or fear for their security. She further notes that some teachers were in the displacement camps; majority returned to their rural homes and others sought for transfers to schools where they thought they could be safe leaving their working stations unattended; a fact that is supported by WERK (2008) and GoK (2008).

According to the Standard Newspaper (Wajira, February 10 2008, p. 18) more than 600 primary school teachers and more than 1,000 post primary teachers had requested for transfers from their work stations by February 2008. However, these figures kept on changing as the security situation also fluctuated from time to time. The situation was confirmed by the provisional figures given by the Ministry of Education on 8<sup>th</sup> February that about 765 teachers had been displaced from the primary and secondary school levels. By 6<sup>th</sup> February 2008, 708 teachers had been deployed in schools of their choice within the Rift valley province (Muthai, 2008). Onsongo (2008) is keen to note that such displacement of educators have far reaching implications for education in the country. She argues that there is no meaningful learning that can take place if there are no qualified teachers to teach the various subjects. When teachers are transferred to

new working stations, it is not always likely to find suitable replacements in their places.

#### **2.4 The Impact of Post-Election Violence on the Teaching/Learning Resources**

According to the Wikipedia the free online encyclopedia, learning is acquiring new or modifying existing knowledge, behaviors, skills, values, or preferences and may involve synthesizing different types of information. On the other hand, teaching refers to the activities of educating or instructing; activities that impart knowledge and skills to a learner. Msosvi (1998) asserts that teaching means equipping the young for life and influencing change in society. To him, it also means planning and orchestrating learning activities in a school setting.

According to Omagwa (1999) the normal learning process should provide quality education that depends on the caliber of teachers. He strongly notes that a teacher is responsible for creating favorable conditions conducive to learning and ensures a permanent change has taken place in the learners' behavior. However, the ideal teaching learning process has always been threatened by internal and external factors. Internal factors are those that are within the school setting and can easily be managed, while the external factors are those from without that are not easily managed such as the PEV.

During and after the PEV teaching and learning was hindered as teachers did not have enough time and the peace of mind required to prepare and plan for their lessons. The teachers and students lost their loved ones and friends or even feared for their own lives (Mundi, 2008). The parents also feared sending their children to schools that were a little distance from home out of their watchful eye (WERK, 2008). Some teachers lost

their property and could not settle down to teach while the relatives of the pupils they were expected to teach had taken their property (GoK, 2008). They were not motivated to work at all. Some sought for transfers and moved to their ethnical homes. Those who came to 'home' schools were highly traumatized due to the PEV and loss of their valued property to the extent that they could not deliver a meaningful service (Mundi, 2008).

Learning also depends on the provision of basic facilities like classrooms, learning/teaching materials and equipments. These basic facilities were either destroyed or vandalized during the PEV. The sampled schools operated without these basic needs. Those that still remained were in a very bad shape which reminded the teachers and the learners of the just concluded inhuman acts of violence, a fact upheld by Peled, Jaffe & Edleson (1995). This in turn challenged the psychology of the teachers and learners (Page et al 1992). Many remembered the past events with fear of repetition and treated one another with suspicion.

According to Onsongo (2008) due to the displacements that took place, there were schools that were forced to absorb the displaced pupils in addition to the high enrolment already in the schools. This resulted in big classes of up to 60 children per class in the primary school. Big classes posed a challenge to the teachers who could not pay individual attention to the learners. Again they might not have been able to give and mark practice exercises due to big numbers. The few teachers who were left behind after a big number had sought transfers or had been displaced or even killed during the violence were not able to cope with the heavy work load.

The delays to the start of the first term experienced in some districts led to disruption of the school calendar and syllabus coverage. It was reported in the Sunday Standard of 10th February 2008 (p.19) that in Uasin Gishu District, 14 primary schools had not yet reopened for the new term and those 280 teachers and more than 4,000 students had not yet reported to school. Most schools in Nyanza were not opened till mid February. Those that opened had some students who did not report back.

The burning and vandalizing of schools and other learning institutions meant that most textbooks and other learning resources were destroyed in the process. To replace these resources will require a lot of finances which may be difficult to raise. Children who were interviewed by the media attest to the fact that they were finding it difficult to adjust to the learning process in the schools established in the camps because they had lost everything related to their education. One ten-year-old pupil told reporters: 'I lost my uniform, shoes and books when our house was burnt' (Wajira, 10th February 2008).

Such experiences and disruptions hindered the teaching and learning process. It was the purpose of this study to investigate to what extent such experiences affected the teaching learning resources in Esise Division, Nyamira County and to what extent they impacted on the trends of the pupils' KCPE performance in the region.

## **2.5 The Impact of PEV on the Confidence of the School Community in the Public Primary Schools**

According to Poster (2009) the majority of Kenya's post-election violence took place in January and February, 2008. The fighting resulted in 1,133 casualties, at least 350,000 internally displaced persons (IDPs) approximately 2,000 refugees, significant, but unknown, numbers of sexual violence victims, and the destruction of 117,216 private

properties and 491 government-owned properties including offices, vehicles, health centers and schools. All these took place in the school's neighborhood. The learners, educators and parents became victims of the chaos or took part in the violence (GoK, 2008).

Initially, the violence was spontaneous and a reaction to the perceived rigging of the elections by the government (GoK, 2008). The report notes that in areas like the Rift Valley and the Coast, members of the Kikuyu and Kisii communities (perceived to be associated with the PNU party and with President Kibaki) were targeted. In Nyanza and Western Kenya, the post-election violence was mostly directed towards government facilities and gradually took the form of looting and destruction, and while it also targeted Kikuyus and Kisiis, the intention appeared to be not to kill them but rather to expel them and destroy their property.

According to Human Rights Watch Report (GoK, 2008) the pattern of violence subsequently showed planning and organization by politicians, businessmen, village leaders and local leaders, who enlisted criminal gangs to execute the violence. This was particularly the case in Rift Valley and Nairobi. The report claims that in Naivasha, Nakuru and the slum areas of Nairobi, Kikuyu gangs were mobilized and used to unleash violence against Luos, Luhyas and Kalenjins, and to expel them from their rented residences. Similarly, organized Kalenjin youth, particularly in the North Rift, attacked and drove out Kikuyus living there. In many instances the police action added to the violence, with considerable evidence that officers took sides and used terror tactics against slum dwellers.

According to the report by the Commission of Inquiry into the Post-election Violence (GoK, 2008) sexual violence against women and girls took the form of individual and gang rapes, many of which were ethnically driven, as well as female and male genital mutilation. This official investigation into the violence documented cases of gruesome sexual violence, including genital cutting among women and forced circumcision among men and boys.

Many victims were unable to access timely medical care, including obtaining post exposure prophylaxis (PEP) a short-term antiretroviral treatment to reduce the likelihood of HIV infection after potential exposure. The reasons for not obtaining medical care included the following: a breakdown in security and the fear of leaving home, lack of transport, ignorance about PEP, and fear of stigmatization (Human Rights Watch report, 2008). The void created by the lack of official response to sexual violence was partly filled by private hospitals, including the Nairobi Women's Hospital, some government facilities, and a number of NGOs, including the Kenya Red Cross Society (KRCS).

People were displaced as a result of violence and threats of violence. They moved from their places of residence and business to places considered safe like police stations, administrative posts, churches and trading centers (WERK, 2008). Thereafter, they moved to formal camps or were integrated with their relatives and friends in urban centers or their ancestral homes (Mundi, 2008). As a result of the violence, approximately 350,000 persons were displaced from their residence and or business (Xinhua, 2008). The writer continues to narrate that IDPs were concentrated in Western, Nyanza, Rift Valley, Central, Nairobi and Coast Province. About 1,900 Kenyans sought refuge in Uganda. The KRCS, local and international NGOs and

CSOs, faith-based groups and individual volunteers played an important role in alleviating the suffering of IDPs by offering refuge, food, shelter, security, education, medicine, counseling and other needs.

In Borabu District, Esise division was the first place where the post-election violence began (GoK, 2008). The commission was told that a house was set on fire by the youths who could not be restrained by the elders. As the youths from both sides played the hide-and-seek game with the police, schools and homes were destroyed, looted, and those located at a safe distance from the violence zones were turned into IDP camps. As many schools were closed, the parents, teachers and learners either became peace makers, attackers or mourned the loss of their loved ones. Large quantities of property was destroyed that included houses, schools, food staff, farming equipments, livestock stolen, and many other household properties. Since the majority of the schools in the region are day schools, it meant that all this happenings were witnessed by the learners, parents, and teachers. They all interacted personally with the crisis which in turn hard its toll upon them.

The purpose of this study was to ascertain to what extent the post-election violence impacted on the confidence of the school community in the public primary schools and how it influenced KCPE pupils' performance in the region.

## **2.6 The Impact of Post-Election Violence on KCPE Pupils' Performance**

According to the Answers.com online dictionary, academic performance refers to how students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers. Academic performance therefore, is the ability to study and remember facts and being able to communicate your knowledge verbally or down

on paper (<http://wiki.answers.com>). Michelle (2011) documents a Current study that shows that, although education is not the only road to success in the working world, much effort is made to identify, evaluate, track and encourage the progress of students in schools. The study continues to report that, parents care about their children's academic performance because they believe good academic results will provide more career choices and job security. In Kenya, academic performance of a learner or an institution is measured by the high scores registered in national examinations (Omagwa, 1999). Msosvi (1998) had earlier underlined this point by stressing that learners are believed to be doing well if they are able to obtain a mark that is far above average.

Several factors however, hinder pupils' performance. It is the duty of educational planners to identify and address them in order to ensure a continued sustainable high performance in the institutions of learning. Such factors could include indiscipline of pupils and teachers, poor learning environment, teacher unpreparedness, poor pedagogical skills, inadequate teaching/learning resources, inadequate usage of teaching aids, intrinsic and extrinsic teacher/learner motivation, among others (Msosvi, 1998).

PEV particularly affects the social environmental, psychological and economical aspects of the learning process which is crucial in the achievement of good academic results. Onsongo (2008) and Mundi (2008) noted that the children affected by the crisis may not be able to concentrate in their learning because of these traumatic experiences hence poor examination performance. Such pupils have continued fear for their lives. There were some pupils who became too afraid to go to school because they feared for their lives or they imagined they would encounter violence from their fellow pupils or

people of different ethnic groups who happened to be their teachers (GoK, 2008). The children in the makeshift schools established in the camps were stressed and anxious about their future especially when they realized that their examination was fast approaching and that they had lost much of their time and learning notes. These children who did not really understand what went wrong that all of a sudden people they had lived with and played with for many years started burning other people's houses and killing others, were now finding it had to live and learn under new and harsh conditions (Okondo, 2009).

The psychological trauma that they underwent was likely to affect the children at three levels (Page et. al, 1992). First on their list is the cognitive level whereby their thinking processes and memory might be affected. This research has demonstrated that people who experience excessive violence can find it difficult to think straight and may suffer some memory impairment on short term basis. The second effect is the emotional. Trauma can be very distressing leading to the generation of very profound and far – reaching emotional reactions. Lastly the behavioral effects may be seen in some children who may become withdrawn or even aggressive.

Given that the pupils who experienced PEV are prone to such effects it is very likely that they would not perform optimally in their examinations. It was therefore, the purpose of this study to investigate whether this PEV effects that have been noted elsewhere impacted on the learners of Esise Division, Nyamira County during the 2007/2008 PEV. It also sought to investigate to what extent the effects impacted on the KCPE pupils' performance from 2008 to 2010.

## 2.7 Summary

While substantive research had been carried out in Kenya on the impact of Post-Election Violence on education, little if any, had been carried out in Borabu District; but none at all in Esise Division to assess the impact of the Post-Election Violence on KCPE pupils' performance from 2008 to 2010. Secondly, the studies that had been carried out concentrated on the impact of the PEV on education system as a process of teaching and learning and nothing at all had been carried on to investigate how the PEV had particularly impacted on KCPE pupils' performance in Esise Division from 2008 to 2010. Thirdly, although other researchers had also tried to allude on the impact of PEV on the school community, pupils, teachers and parents and the provision of a conducive teaching/learning environment, no research had been carried out in Esise Division, Nyamira County to real investigate the impact of these effects on KCPE pupils' performance from 2008 to 2010. Therefore, this study found its justification on these grounds that it attempted to provide this pertinent information and proposed recommendations to negate the apparent downward trend of pupils' performance in the Kenya National Examination in Esise Division, Nyamira County.

## CHAPTER THREE

### RESEARCH METHODOLOGY AND DESIGN

#### 3.1 Introduction

This chapter highlights the research design, location of study, target population, sample selection, research instruments data collection and data analysis.

#### 3.2 Research Design

Descriptive survey design was used in the research. According to Fraenkel and Wallen (2000) survey involves asking a large group of people about a particular issue. A survey is a method of collecting information by interview or administering a questionnaire to a sample of individuals (Orodho, 2009). He argues that a survey is the most frequently used method of collecting information about people's attitudes, opinions, habits or any of the variety of education or social issues. According to Mugenda and Mugenda (2004) surveys could be used to explain or explore the existing status of two or more variables. This design was applicable to the study in that it enabled the researcher to describe the nature of the existing conditions, identified the standards against which the existing conditions could be compared and determined the relationship that exist between the specified events under study (Orodho, 2009).

#### 3.3 Location of the Study

The study was carried out in Esise Division, Borabu District, Nyamira County, Kenya. According to Singleton (1993) the ideal setting for the study is one that is directly related to the researcher's interest. He further argues that the setting should be easily accessible to the researcher and should allow immediate rapport with the participants.

Borabu District is one of the three districts that were carved out of the larger Nyamira District in August 2007 just before the general election. The district borders Bomet District to the South, Buret District to the East, Nyamira District to the North, Masaba District to the West and Transmara District to the South-West. It has three administrative Divisions namely: Kiang'eni Division, Esise Division & Mekenene Division. Borabu District is one of the smallest districts in Kenya. According to the 2010 census it has a total population of 73,426 persons; of which 37,079 are male while 36,347 are female. It is sparsely populated as compared to its neighboring districts, since much of it is in the settlement scheme formerly held by the white settlers. It covers an area of 248.3 square Kilometers (GoK census, 2010). The outstanding physical feature is River Sondu that passes through the district and is one of the main sources of water to Lake Victoria.

The main economic activity in the area is agricultural industry. The area has large tea estates to the Northeast which is the only cash crop in the district. In addition the people also grow bananas, maize, beans, potatoes and all types of vegetables. There are also dairy cattle rearing. The area is endowed with four tea factories. There also exists a brick making industry, *Matatu* business, lumbering and retail business at various buying centers that supply common subsistence products. Despite the fact that this area receives high rainfalls, averagely 2,000mm per year, and a potentially agricultural area, over 50 percent of the residents live below the poverty line with a poverty index of 78 percent (GoK Census, 2010). The level of literacy in Borabu is 56 percent (Adult Education Office, Borabu District, 2009).

Esise Division lies to the South-western of Borabu District along the borders of Sotik and Trans-Mara administrative districts. Sotik district is inhabited by the Kipsigis while

Trans-Mara is the home of the Maasai as opposed to Borabu District that harbors the Abagusii community. This makes the region a trio ethnic harp. Esise division was among the worst hit by the 2007/2008 PEV in the region due to its location. The division also experiences cattle rustling from time to time among the neighbouring tribes.

The current study therefore, sought to determine the impact of 2007/2008 post-election violence on pupils' enrolment, teaching staff, the teaching/learning resources, the community's confidence in the public primary schools and the impact of the violence on KCPE pupils' performance between 2008 and 2010, in public day primary schools in Esise Division, Nyamira County.

### **3.4 Target Population**

The target population of the study constituted all the fifteen (15) day primary schools in the Division, fifteen (15) headteachers, one thousand two hundred and two (1202) pupils (in Standard 7 and 8) and thirty (30) class teachers (a class teacher per class in standard seven and eight).

### **3.5 Sample and Sampling Procedures**

#### **Sample size**

Orodho (2008) argues that a complete enumeration of all items in the population is known as census inquiry which is not practical since it involves enormous amount of money, time and human resources. Only a few items from the population are selected for a study. According to Krathwohl (2007) when the target population is manageable, the researcher may use fifty percent (50%) or saturated sampling technique. A sample of fifty percent (50%) of the population was selected. That totals to eight (8) schools,

eight (8) headteachers, sixteen (16) class teachers and a thirty percent (30%) of the pupil population translating to three hundred and sixty (360) pupils was used for the study. Gay (1992) ascertains that for survey design a sample of at least 20 per cent is justifiable for the study.

**Table 3.1: Sample Distribution**

<b>Respondents</b>	<b>Target population (N)</b>	<b>Sample Size (n)</b>	<b>%</b>
Pupils	1202	360	30
Class teachers	30	16	53
Headteachers	15	8	53

*Source: Researcher*

### **Sampling Procedures**

The population of the fifteen (15) day primary schools of which fifty percent (50%) was randomly selected to participate in the data collection, giving eight (8) schools, eight (8) headteachers, sixteen (16) class teachers (a class teacher per classes seven and eight of the sampled schools) and thirty percent (30%) of pupils' target population (class 7 and 8) was randomly selected to participate in the actual study, giving three hundred and sixty (360) pupils (that is 8 pupils per class per a sampled school). These techniques were in accordance with the proposal of Krathwohl (2007) who argues that when the target population runs into hundreds, the a third or thirty per cent (30%) of the total population may suffice for a study. Gay (1992) ascertains that for survey design a sample of at least 20 per cent is justifiable for the study. While Orodho (2009) recommends random sampling as it offers equal chance to each participant in a population.

### **3.6 Research Instruments**

The researcher used two questionnaires: one questionnaire for the pupils and another questionnaire for the class teachers, one interview schedule for the headteachers and an observation checklist.

#### **3.6.1 Questionnaires**

A questionnaire is an instrument used to gather data, which allows measurement for or against a particular viewpoint (Orodho, 2009). He adds that a questionnaire has the ability to collect a large amount of information in a reasonably quick space of time. Mugenda and Mugenda (2003) recommend the use of questionnaires as the most commonly used instruments in social science research. They add that well organized questionnaires are advantageous because the respondents find their way around with ease and that they are easy to code.

##### **3.6.1.1 Questionnaire for the Pupils**

A closed ended questionnaire was used to collect data from pupils to determine their views about how the 2007 Post-Election Violence impacted on pupils' performance in KCPE results in public day primary schools in Esise Division, Nyamira County. The questionnaire sought to find out what was the impact of the 2007/2008 post-election violence on pupils' enrolment, the teaching staff, the teaching/learning resources, the community's confidence in the public primary schools and on KCPE pupils' performance from 2008 to 2010 in public primary schools in Esise Division, Nyamira County? What nature of psychological distress did the pupils undergo and how did it impact on the pupil's KCPE performance? What nature of social support did pupils receive and how did it influence their academic performance in school? Whether they lost any property in their homes and schools and how the loss impacted on their

academic performance? Likert's five (5) points scale, with strongly agree, agree, uncertain, disagree and strongly disagree, guided verbs were used to collect data. Further, the questionnaire sought to inquire about the pupil's demographic data such as gender, age, class, current guardian, number of days absent from school and whether they had ever contemplated dropping out of school, reasons for doing so and lastly, who the pupils turned to when violence erupted.

### **3.6.1.2 Class Teacher's Questionnaire**

Closed ended questionnaire was used to collect data from class teachers who manage the teaching/learning process in schools. The questionnaire sought to establish the impact of the post-election violence on pupil/teacher attendance, curriculum delivery, academic performance, the nature of psychological distress experienced by the pupils/teachers, what social support was provided to alleviate the impact of the violence on KCPE pupils' performance? It also sought to find out the effect of the PEV on the community's confidence in the public primary schools and how it impacted on the pupils' performance in the KCPE from 2008 to 2010.

### **3.6.2 Semi-Structured Interview Schedules**

Orodho (2009) defines an interview schedule as a set of questions that an interviewer asks when interviewing respondents. He adds that an interview schedule makes it possible to obtain the data required to meet the specific objectives of the study and that they are used to standardize the interview situation so that interviewers can ask the same question in the same manner. He further argues that semi-structured interviews are based on the use of an interview guide and notes that "However the exact order and wording of the questions may vary from respondent to respondent. The interviewer may still follow leads and new topics that arise in the course of the interview, but the

interview guide is a set of clear instructions concerning the main questions to be asked or topics to be probed.” In such interviews some structured questions are asked together with some open-ended ones while note taking will be done during the interviews because when responses are noted as the interview progresses, it facilitates data analysis since the information is readily accessible and already classified into appropriate categories by the interviewer (Mugenda and Mugenda, 2003).

### **3.6.2.1 Headteacher’s Interview Schedule**

Orodho (2009) defines an interview schedule as a set of questions that an interviewer asks when interviewing respondents. He adds that an interview schedule makes it possible to obtain the data required to meet the specific objectives of the study and that they are used to standardize the interview situation so that interviewers can ask the same question in the same manner. In such interviews some structured questions are asked together with some open-ended questions while taking notes.

An interview schedule was used to collect data from the headteachers of the sampled schools as the chief administrators and supervisors of the teaching/learning process in schools. The interview schedule sought to establish the impact of the post-election violence on the pupils’ enrolment, teachers, school attendance, curriculum delivery, academic performance, nature of psychological distress experienced by the pupils/teachers, what social support was provided to alleviate the impact of the violence on KCPE pupils’ performance? It also sought to find out the schools’ preparedness to meet the PEV challenges then and thereafter. It again sought to inquire about the loss that the school incurred as a result of the PEV and its impact on the pupils’ performance in the KCPE from 2008 to 2010. The schedule inquired the demographic information about the headteacher such as the teacher’s working experience, age, sex,

work load, duration one has worked in the region, willingness to continue working there, and policy amendments to meet the PEV challenges then and thereafter.

### **3.6.3 Observation Checklist**

An observation Checklist is a form used to record what a researcher anticipates observing during data collection (Orodho, 2009). He adds that this form of scores requires a minimum of effort on the part of the observer and can usually be developed so as to require the observer to make few judgment conclusions. This instrument was found to be applicable as it allowed the researcher to record the impact of the damage on the physical facilities as it occurred as well as evaluate the extent of the damage.

An observation checklist was used to collect pertinent information as regards the physical facilities in the sampled schools. It sought to observe the availability, current state and how they were affected by the PEV. It further sought to observe the general learning environment, whether it was learner/teacher friendly and the aesthetic condition of the schools.

### **3.6.4 Pilot Study of Instruments**

According to Mugenda and Mugenda (2003) pilot study is the pre-testing of the research instruments in the field to randomly selected subjects to determine the reliability of the research instruments. A pilot study was carried out in two randomly selected schools which were excluded from the actual study. A coefficient correlation ( $r$ ) of 0.8 was realized hence the instruments were considered reliable for data collection.

### 3.6.5 Validity of Research Instruments

Validity is the degree to which the results obtained from the analysis of data actually represent the phenomenon under study. In order to ensure that the instruments measured what they were intended to measure, two (2) experts in the area from the Faculty of Education, Kenyatta University, were consulted who perused through the instruments and gave their comments on the face validity. Comments made were incorporated in the instruments to refine them.

### 3.6.6 Reliability of Research Instruments

Reliability is the measure of the degree to which a research instrument yields consistent results or data after repeated trials, Gay (1992). The questionnaires were given to the piloting group and the responses were analyzed. After two weeks, the same questionnaires were administered to the same respondents. After test re-test, the researcher calculated the reliability coefficient using Spearman's rank correlation coefficient using the following formula:

$$\rho (r_s) = \left\{ 1 - \frac{6\sum d_i^2}{n(n^2-1)} \right\}$$

Where:  $\rho$  = spearman's coefficient of correlation

$d_i$  = difference between ranks of pairs of the two variables

$n$  = number of observations

A correlation coefficient of 0.8 was realized and therefore considered high enough to judge the instruments as reliable for the study.

### **3.7 Data Collection Procedure**

The researcher sought for a permit from the National Council of Research Technology in the Ministry of Education through the Kenyatta University School of Graduate Studies (SGS). The researcher then wrote a notification letter to the Provincial Director of Education, Nyanza Province, and the District Education Officer, Borabu District. The researcher visited the relevant authorities of the sampled schools to brief them about data collection. Finally, data was collected.

### **3.8 Data Analysis**

Data collected from the questionnaires, interview schedules and observation checklists was sorted, edited, classified, coded and tabulated, and represented in tables and graphs ready for analysis. Collected data was both qualitative and quantitative. Quantitative data was analyzed using descriptive statistics. Findings were reported as frequency counts, percentages and means. Qualitative data was organized and summarized into various categories and reported according to emergent themes.

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION OF FINDINGS AND DISCUSSION

#### 4.1 Introduction

This chapter deals with the presentation and analysis of data gathered from the study of the Impact of Post-Election Violence on KCPE Pupils' Performance in Public Primary Schools in Esise Division, Nyamira County, Kenya. The analysis is based on data gathered from the respondents, interviews, checklists and discussions of major investigations under pertinent research questions. Different tools were used to gather the data; Questionnaires, checklist and interview schedules. A total of 376 copies of the questionnaires consisting of closed ended using Likert's scale were distributed to the selected respondents: given to the sampled 16 teachers and 360 pupils, 8 schedules for Headteachers and 8 observation checklists for each sampled school in Esise Division, Nyamira County, Kenya. All the research instruments (392 copies) translating to 100 percent were properly filled and returned. The first part of this sub-section presents observation checklists, descriptions about the respondents and schools' demographic information. Next, the main data have been treated under each of the questions raised in chapter one, and finally major investigations have been discussed under pertinent research questions.

#### 4.2 Teacher Establishments

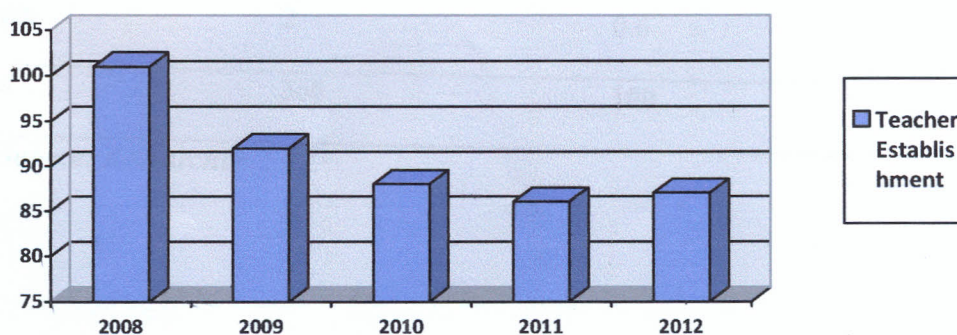
The study sought to determine the impact of 2007/2008 post-election violence on the teaching staff in public day primary schools in Esise Division, Nyamira County. In the interview schedule for the headteachers, an item was included which sought information on the staff establishment of the sampled 8 schools for a period of 5 years. The Table 4.1 shows the teacher establishment in the schools.

**Table 4.1: Teacher Establishment**

Year	Male		Female		Total
	Frequency	%	Frequency	%	
<b>2008</b>	45	44.6	56	55.4	<b>101</b>
<b>2009</b>	45	48.9	47	51.1	<b>92</b>
<b>2010</b>	46	52.3	42	47.7	<b>88</b>
<b>2011</b>	42	48.8	44	51.2	<b>86</b>
<b>2012</b>	43	49.4	44	50.6	<b>87</b>

*Source: Researcher*

From Table 4.1 the staff establishment decreased from 101 teachers to 87 between 2008 and 2012. According to the standard Newspaper (February 10, 2008, p. 18) more than 600 primary school teachers and more than 1,000 post primary teachers had requested for transfers from their work stations by February 2008 as a result of the PEV. However, these figures kept on changing as the security situation also fluctuated from time to time. The situation was confirmed by the provisional figures given by the MoE on 8<sup>th</sup> February that about 765 teachers had been displaced from the primary and secondary schools levels. The figure 4.1 below shows the male and female teacher establishment.

**Figure 4.1: Teacher Establishment**

*Source: Researcher*

From figure 4.1 the number of teachers decreased gradually over the 4 years period 2008-2011, with 2009 registering the highest drop (9 teachers) from 101 down to 92. The GoK (2008) Waki report attributed this change in the teacher establishment to the massive transfers of teachers who ran away from the PEV affected zones. According to Poster (2009) the unplanned transfers of teachers in between the academic year due to PEV lead to in adequate curriculum delivery consequently impacting negatively on the pupils' performance in final examinations.

### 4.3 Pupils' Guardians

The study sought to find out the pupils current guardian. The study revealed that 304 (84.4 percent) respondents were with their parents, 27 (7.5 percent) stayed with their grandparents, 25 (6.9 percent) with uncles or aunts and 2 (0.6 percent) were with their siblings or pastors each, denoted as others in the questionnaire. Table 4.2 presents pupils' current Guardian.

**Table 4.2: Pupils' Current Guardian**

<b>Guardian</b>	<b>Frequency</b>	<b>%</b>
<b>Parent</b>	304	84.4
<b>Grandmother</b>	27	7.5
<b>Uncle/Aunt</b>	25	6.9
<b>Siblings</b>	2	0.6
<b>Others</b>	2	0.6
<b>Total</b>	<b>360</b>	<b>100</b>

*Source: Researcher*

The study revealed that 27 (7.5 percent) 25 (6.9 percent) 2 (0.6 percent) of the children were living with grandparents, uncles/Aunts, Siblings and pastors respectively; a clear indication that violence had an impact on the parenthood of the school children. According to Onsongo (2008) learners lost their parents who were meeting their financial and social needs. Poster (2009) affirms that the majority of Kenya's Post-Election Violence resulted in 1,137 casualties, at least 350,000 internally displaced person's (IDPs) approximately 2,000 refugees. All these took place in the schools' neighbourhood. The learners, educators and parents become victims of the chaos or took part in the violence.

#### 4.3 Impact of 2007 PEV on Pupils' Enrolment

The study sought to gather information on the impact of 2007 PEV on pupils' enrolment in public primary schools in Esise Division, Nyamira County. An item was included in the headteachers interview schedule seeking information on the enrolment of pupils in the schools. The Table 4.3 shows the Headteachers' response on the schools' enrolment.

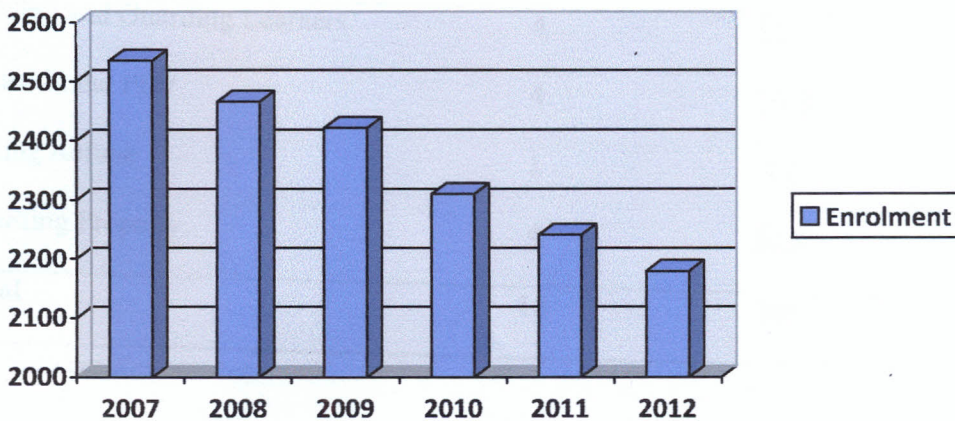
**Table 4.3: The Headteachers' Response on the Schools' Pupil Enrolment**

Year	Boys		Girls		Total
	Frequency	%	Frequency	%	
2007	1262	49.8	1273	50.2	2535
2008	1226	49.7	1240	50.3	2466
2009	1276	52.7	1146	47.3	2422
2010	1215	52.6	1095	47.4	2310
2011	1186	52.9	1055	47.1	2241
2012	1153	52.9	1026	47.1	2179

*Source: Researcher*

From Table 4.3 above, in 2007 the total enrolment was higher than any other subsequent years (2535) with 49.8 percent boys and 50.2 percent girls. In 2008 the number of girls (50.3 percent) was higher than that of boys (49.7 percent). In the next four years schools' boys' enrolment is higher than that of the girls. A clear indication that more girls either dropped out of school or transferred to other schools out of this PEV affected area. There is also an observable progressive decrease in total enrolment over the years. A study carried out in Kisumu among 10 primary schools after the PEV, attributes changes in enrolments during and after the PEV to either internally displaced children or children from families from the region who had relocated to their rural homes away from the Kisumu City which was considered a "hot spot" for the violence (Women educational researchers of Kenya (WERK) 2008). Another study further attributed the drop of the girls' enrolment to unwanted pregnancies that resulted from loose morals in the IDP camps and rape (GoK, 2008).

**Figure 4.2: Presents the Schools' Enrolment for the 6 Years Period**



*Source: Researcher*

From Figure 4.2 above it is evident that there is a progressive decrease in enrolment in the schools since the Post-Election Violence. This is due to transfers to other schools away from the border areas due to the impact of Post-Election Violence. According to the principal of the SOS Hermann Gmeiner School in Eldoret, Omobe (2010) the Post-Election Violence weighed heavily on the school programme. He claims that learning experienced frequent disruption of daily programmes due to fear. Any slight unease, sent parents in a panic rush to get their children out of school for their safety.

#### 4.4 Impact of 2007 PEV on Teaching Staff

An item was included in the headteachers interview schedule that sought to find out the teachers' participation in the PEV. From the findings, the teachers diverted their role of curriculum implementation to guiding and guarding learners, while others joined in the PEV and the rest took refuge in IDP camps or absconded duty to guard their property as affirmed by Onsong (2008). Table 4.4 presents the teachers' participation in the PEV.

**Table 4.4: Teachers' Participation in the PEV**

Kind of Participation	Frequency	%
Guiding and Guarding Learners	4	30.8
Joined in the PEV	4	30.8
Taking Refuge	1	7.6
Guarding Property	4	30.8
<b>Total</b>	<b>16</b>	<b>100</b>

*Source: Researcher*

From the findings, the PEV affected the teachers in different ways whereby 4 (30.8 percent) were each involved in guiding and guarding learners, joined in the PEV and

guarding property while 1 (7.6 percent) took refuge. This implies that the teachers changed their roles at the expense of teaching which could be attributed as a contributing factor to poor pupils' performance in KCPE. According to Onsongo (2008) Post-election violence affected teachers in several ways and in various parts of the County. The effects ranged from being forced to flee from their homes due to insecurity from their work stations, displaced due to the violence caused by the crisis, loss of property through burning of their houses and theft, a fact whose impact was likely to hinder pupil performance.

#### **4.4.1 Effects of PEV on Teachers**

Items were included in the headteachers' interview schedule of Likert's five (5) points scale, with strongly agree, agree, uncertain, disagree and strongly disagree to find out the effect of PEV on teachers. The headteachers' opinions were coded as follows:

5 – Strongly Agree

4 – Agree

3 – Uncertain

2 – Disagree

1- Strongly Disagree

In order to represent the headteachers' opinions on a table, the effects in Section C of the entries were also coded as follows:

A – Poor Syllabus coverage by the teachers

B – Low teacher motivation

C – Teacher absenteeism

D – Inadequate teacher preparation

E – Transfer of teachers

F – Time wastage

G – Loss of property

H – Economic constraints

J – Headteachers absenteeism

**Table 4.5: Effects of PEV on Teachers**

Statement	Desired Opinion									
	5		4		3		2		1	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
A	3	37.5	4	50.0	1	12.5	0	0.0	0	0.0
B	3	37.5	5	62.5	0	0.0	0	0.0	0	0.0
C	3	37.5	5	62.5	0	0.0	0	0.0	0	0.0
D	4	50.0	3	37.5	1	12.5	0	0.0	0	0.0
E	3	37.5	3	37.5	2	25.0	0	0.0	0	0.0
F	3	37.5	4	50.0	0	0.0	1	12.5	0	0.0
G	5	62.5	2	25.0	0	0.0	1	12.5	0	0.0
H	7	87.5	1	12.5	0	0.0	0	0.0	0	0.0
J	0	0.0	2	25.0	1	12.5	4	50.0	1	12.5

*Source: Researcher*

From Table 4.5, an analysis of how teachers were affected by the PEV indicates that the majority of respondents agreed that teachers were drastically affected by the PEV. For example there was poor syllabus coverage by teachers agreed by 87.5 percent of the respondents, low teacher motivation and teacher absenteeism agreed by 100 percent of the respondents respectively and most remarkably teachers were faced with economic constraints strongly agreed by 87.5 percent of the respondents. WERK (2008) attributes this teacher behaviour especially absenteeism to insecurity and

distance from school as ‘twin’ factors, which affected both teachers’ and pupils’ participation in school.

#### 4.4.2 Teachers’ Opinion on Impact of PEV

The study sought from teachers to give their opinions on teachers’ characteristics PEV on the Likert’s like five (5) point scale. In order to represent the teachers’ opinions on a table, statements in Section A of the questionnaire were coded as follows:

A – Many teachers are psychologically affected due to PEV.

B – There is an observable increase in teacher absenteeism from school since the PEV

C – Teachers’ motivation to work in the region has deteriorated since the PEV.

D – Some teachers lost their property due to PEV

E – Teacher preparation of the professional records has reduced since the PEV

F – Some teachers transferred without replacement due to PEV.

G – Many teachers are traumatized by the PEV inhuman acts.

**Table 4.6: Teacher’s Opinions on Impact of PEV**

Statement	Desired Opinion									
	5		4		3		2		1	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
A	11	68.8	2	12.5	1	6.2	2	12.5	0	0.0
B	4	25.0	4	25.0	4	25.0	2	12.5	2	12.5
C	8	50.0	4	25.0	0	0.0	3	18.8	1	6.2
D	15	93.8	1	6.2	0	0.0	0	0.0	0	0.0
E	4	25.0	5	31.2	2	12.5	3	18.8	2	12.5
F	9	56.2	4	25.0	1	6.2	1	6.2	1	6.2
G	13	81.2	3	18.8	0	0.0	0	0.0	0	0.0

*Source: Researcher*

From Table 4.6, the analysis of attitude items indicated that the majority of respondents agreed that PEV impacted adversely on teachers. Many teachers (68.8 percent) were psychologically affected due to PEV that was strongly agreed, teachers lost their property due to PEV strongly agreed by 93.8 percent of the respondents, some teachers transferred strongly agreed by 56.2 percent and many teachers were traumatized by the Post-Election Violence inhuman acts (81.2 percent) of the respondents. Mudi (2008) notes that the negative experiences adversely affected the learning processes at schools: teachers, children and students were grossly traumatized.

#### **4.4.3 Pupils' Opinions on Impact of PEV on Teachers**

Items were included in pupils' questionnaire that sought to gather information from pupils on the impact of PEV on teachers. Likert's five (5) point scale was used. In order to represent pupils' opinion on a table, statements on Section B of the questionnaire were also coded as follows:

- A – Teachers attend all class lessons on time in our school
- B – The syllabus is covered in time in all the subjects in our school by the teachers.
- C – My teachers are very close and friendly as they were before the PEV.
- D – Teachers in our school attend as regular as they used to come before the PEV.
- E – A number of teachers were transferred due to PEV in our school.
- F – Our teachers are as ready and willing to work as they were before the PEV.
- G – Our teachers and those in other schools lost a lot of property during PEV.
- H – Our teachers teach from textbooks without using preparation notes.

**Table 4.7: Pupils' Opinions on Impact of PEV on Teachers**

Statement	Desired Opinion									
	5		4		3		2		1	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
A	37	10.3	38	10.6	10	2.8	118	32.8	157	43.6
B	52	14.4	24	6.7	13	3.6	147	40.8	124	34.4
C	169	46.9	58	16.1	27	7.5	67	18.6	39	10.8
D	52	14.4	34	9.7	5	1.4	165	45.8	104	28.9
E	191	53.1	103	28.6	7	1.9	25	6.9	34	9.4
F	195	54.2	76	21.1	10	2.8	58	16.1	21	5.8
G	264	73.3	68	18.9	3	0.8	10	2.8	15	4.2
H	119	33.1	82	22.8	18	5	75	20.8	66	18.3

*Source: Researcher*

From Table 4.7 majority of the respondents strongly agreed that many teachers were very close and friendly as they were before the PEV (46.9 percent). A number of teachers were transferred due to PEV (81.7 percent) teachers were as ready and willing to work as they were before the PEV (75.3 percent) teachers lost a lot of property during PEV (92.2 percent) and that teachers taught from textbooks without using preparation notes (55.9 percent). It was noted that, the respondents strongly disagreed that teachers attended all class lessons on time in their schools (43.6 percent) and that the syllabus is not covered in time in all the subjects in their schools by the teachers (75.2 percent). Onsongo (2008) attributes such trends to teachers having been forced to flee from their homes due to insecurity in their work stations. Others were also displaced due to the violence caused by the crisis adding that teachers were affected by having their houses burnt down.

#### 4.5 The Impact of Post-Election Violence on the Teaching / Learning Resources

The study sought to identify the impact of 2007/2008 Post-Election Violence on the teaching learning resources in public day primary schools in Esise Division, Nyamira County. In order to achieve this objective an observation checklist was used to identify pertinent information as regards to the physical facilities. The study observed the facility, its condition and whether it was usable or not. The checklist contained the following items; classrooms, library, textbooks, wall maps/charts, stationery, toilets, water supply, fences, playing ground and learner friendly environment. The findings were then tabulated and represented in Table 4.8 below.

**Table 4.8: Observation Checklist**

Physical Facility	Not Destroyed		Half Destroyed		Completely Destroyed	
	Frequency	%	Frequency	%	Frequency	%
Classrooms	4	50.0	4	50.0	0	0.0
Library	6	75.0	2	25.0	0	0.0
Textbooks	2	25.0	5	62.5	1	12.5
Wall maps/Charts	1	12.5	4	50.0	3	37.5
Stationery	2	25.0	5	62.0	1	12.5
Toilets	4	50.0	3	37.5	1	12.5
Water Supply	4	50.0	3	37.5	1	12.5
Fences	1	12.5	1	12.5	6	75.0
Play Ground	3	37.5	5	62.5	0	0.0
Friendly Environment	1	12.5	2	25.5	5	62.5
<b>Total</b>	<b>28</b>	<b>35.0</b>	<b>34</b>	<b>42.5</b>	<b>18</b>	<b>22.5</b>

*Source: Researcher*

From the above Table 4.8 schools' fences and learning friendly environment were completely destroyed with 75.0 percent and 62.5 percent respectively. Textbooks, stationery and playgrounds were half destroyed with 62.50 percent each. It was also realized that classrooms, and wall maps/charts were half destroyed 50.0 percent even though 75.0 percent of the libraries, 50.0 percent of classrooms, toilets and water supply were not destroyed at all. These imply that the physical facilities were heavily destroyed. Affect likely to affect the teaching learning process hence pupil performance. Nicoli and Triplehorn (2003) state three measures of the impact of conflict in education. The first one is, attacks on schools on learning institution and they note that it is the most easily quantifiable way of measuring the effect of violence on education which involves counting the number of schools or learning institutions attacked or destroyed.

The researcher also asked headteachers to give the estimated cost of destruction due to the PEV in their schools that included infrastructure, textbooks, stationery, equipment and all teaching / learning materials in general. From the findings the total destruction estimate in the 8 schools was 6.8 million.

The study further sought to identify the respondents' opinions on the impact of PEV on the teaching/learning resources. The responses were as follows:

**Table 4.9: The headteachers' opinions on the impact of PEV on the teaching/ learning resources**

Statement	Desired Opinion in Percentage (%)				
	5	4	3	2	1
<b>Inadequate teaching/learning facilities</b>	37.5	50	0	0	12.5
<b>Loss of property</b>	62.5	25	0	12.5	0
<b>Insufficient supply of basic needs</b>	62.5	37.5	0	0	0

*Source: Researcher*

From Table 4.9 In this study 50.0 percent of the headteachers agreed that inadequate teaching/learning facilities had effects on pupils' performance in KCPE. Whereas 37.5 percent strongly agreed that inadequate teaching/learning facilities negatively affected pupils performance in KCPE as compared to 12.5 percent who strongly disagreed.

The findings revealed that 62.5 percent of the respondents were of the opinion that loss of property impacted negatively on the teaching / learning processes whereas 12.5 percent disagree with this statement.

In terms of insufficient supply of basic needs, 62.5 percent of the respondents strongly agreed and agreed respectively were among the effects of the PEV on KCPE pupils' performance in their schools.

The study further revealed from the teachers' questionnaire that interference of teaching / learning resources during PEV had various effects on learning outcomes. Likert's 5 (five) point scale was used to collect these data.

The teachers' opinions were coded as follows:

- 5 – Strongly Agree
- 4 – Agree
- 3 – Uncertain
- 2 – Disagree
- 1 – Strongly Disagree

In order to represent teachers' opinion on a table, statements on Section B of the questionnaires were coded as follows:

- A – The destruction of the school facilities has greatly hindered the teaching / learning process.
- B – The teaching / learning process was greatly interrupted during and after the PEV due to destruction of teaching/learning resources.
- C – The Post-Election Violence greatly affected the supply of the basic needs in the school community.
- D – An observable increase of the educational cost has deprived schools the purchasing power to meet the basic educational learning resources / facilities.
- E – Inadequate teaching/learning facilities led to continued deterioration of the KCPE pupils' performance.
- F – In sufficient supply of basic needs led to continued deterioration of the KCPE pupils' performance.

**Table 4.10: Teachers' Opinions on Destruction of Teaching / Learning Resources During and after PEV**

Statement	Desired Opinion									
	5		4		3		2		1	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
A	8	50	3	18.8	5	31.2	0	0	0	0
B	13	81.2	2	12.5	0	0	0	0	1	6.3
C	10	62.5	6	37.5	0	0	0	0	0	0
D	11	68.8	4	25	1	6.3	0	0	0	0
E	5	31.2	8	50	2	12.5	0	0	0	0
F	8	50	8	50	0	0	1	6.3	0	0

*Source: Researcher*

From Table 4.10 respondents agreed that teaching learning resources have negative impacts on teaching/learning processes. Examples were that the destruction of teaching/learning resources during PEV greatly hindered the teaching learning process by 50.0 percent of the respondents, the teaching/learning process was greatly interrupted during and after PEV due to the destruction of teaching and learning resources by 81.2 percent of the respondents and an observable increase of the cost had deprived schools the purchasing power to meet the basic educational learning resources/facilities with 68.8 percent of the responses strongly agreeing to the statement . Onsongo (2008) argues that during conflict, schools and learning institutions are often targeted because education represents state authority if the conflict has been triggered by protests against governments. Another reason for targeting schools, to her, is that they are the most wide spread government institutions found in villages and therefore can be easily reached.

#### **4.6 The Impact of PEV on the Confidence of the School Community in the Public Primary Schools**

The study sought to identify pertinent information as regards to the impact of the 2007/2008 post-election violence on the confidence of the school community in the public primary schools in Esise Division, Nyamira County.

Items were included in the teachers' questionnaire which sought to investigate the impact of PEV on the confidence of the school community in public primary schools.

Likert's five points scale was used. The teachers' opinions were coded as follows:

- 5 – Strongly Agree
- 4 – Agree
- 3 – Uncertain
- 2 – Disagree
- 1 – Strongly Disagree

In order to represent the teachers' opinions on a table statement on Section C were coded as follows:

- A- The fear and mistrust along the tribal lines has significantly impacted on the academic performance since the PEV.
- B- There was loss of property at home that impacted negatively on learning in school
- C- The PEV resulted to much economic constraints that had negative results on learning in school
- D- Fear along tribal lines was a contributing factor in schools poor performance.
- E- Internal displacement of parents, pupils and even teachers is a cause of deteriorating academic standards in schools.

- F- Socio-psychological distress among parents, pupils and teachers resulted to schools wanting educational standards.
- G- Pupils' participation in PEV resulted to continued deterioration of the KCPE pupils' performance.

**Table 4.11: Impact of PEV on the Confidence of the School Community in Public Primary Schools**

Statement	Desired Opinion									
	5		4		3		2		1	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
A	14	87.5	2	12.5	0	0	0	0	0	0
B	12	75	4	25.0	0	0	0	0	0	0
C	12	75	4	25.0	0	0	0	0	0	0
D	11	68.8	4	25.0	1	6.2	0	0	0	0
E	9	56.3	6	31.2	0	0	1	6.2	0	0
F	8	50	7	43.8	1	6.2	0	0	0	0
G	6	31.2	7	43.8	0	0	2	12.5	1	6.2

*Source: Researcher*

From Table 4.11 the teachers' responses indicated that there was consensus that fear and mistrust along the tribal lines had significantly impacted on the academic performance since PEV 87.5 percent, there was loss of property 75.0 percent of the responses and fear along tribal lines among other factors. The findings confirm to a study carried out in Columbine, Educators (2008) that violence is a concern for many new and veteran teachers. The study further found out that violence has adverse effects on teachers, learners and physical facilities. It concludes that such violence may affect the academic performance of institutions.

In the pupils' questionnaires, the researcher itemized using Likert's 5 point scale, items that sought to find out pupils opinions on the impact of PEV. In order to represent the pupils' opinions on a table statements on Section C were coded as follows:

- A- I witnessed the PEV of 2007/2008, it was a terrible experience.
- B- The memory of the 2007/2008 post-election violence frightens me.
- C- My family was displaced during the 2007/2008 post-election violence.
- D- My family lost a lot of property and other valuables during the PEV.
- E- We get scared whenever we get into contact with our neighbouring tribesmen.
- F- Most members of our community became IDPs.
- G- During PEV we missed shelter, clothing, food, medicine due to PEV.
- H- Most orphans in our school are due to the effect of PEV.
- I- There is no enough security in the area our school is located.
- J- A number of pupils participated in the PEV.
- K- If violence erupts again I will be ready to retaliate.

**Table 4.12: Opinions of Pupils on Impact of PEV on the Confidence of the Schools Community in Public Primary Schools**

Statement	Desired Opinion									
	5		4		3		2		1	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
A	312	86.7	22	6.1	1	0.3	5	1.4	20	5.6
B	277	76.9	69	19.2	5	1.4	4	1.1	5	1.4
C	249	69.2	71	19.7	5	1.4	9	2.5	26	7.2
D	271	75.3	58	16.1	6	1.7	11	3.1	14	3.9
E	230	63.9	78	21.7	2	0.6	20	5.6	30	8.3
F	261	72.5	89	24.7	3	0.8	5	1.4	2	0.6
G	267	74.2	68	18.9	1	0.3	5	1.4	19	5.3
H	238	66.1	87	24.2	7	1.9	14	3.9	14	3.9
I	248	68.9	37	10.3	3	0.8	36	10.6	36	10.0
J	223	61.9	73	20.3	5	1.4	27	7.5	32	8.9
K	27	7.5	17	4.7	5	1.4	124	34.4	187	51.9

*Source: Researcher*

From the Table 4.12 majority of the respondents strongly agreed that they witnessed the 2007/2008 PEV and that it was a terrible experience by (86.7 percent) the memory of 2007/2008 PEV frightens them by (76.9 percent) their families were displaced during the PEV by 69.2 percent, their families lost a lot of property and other valuables during the PEV by 75.3 percent, they got scared whenever they came into contact with their neighbouring tribesmen by 63.9 percent and that most members from their communities became IDPs by 72.5 percent. Notably during PEV they missed shelter, clothing, food, medicine due to PEV 74.2 percent, 61.1 percent were of the opinion that most orphans from their schools were due to the effect of PEV, 68.9 percent strongly agreed that there was no enough security in the areas their schools are allocated and that a number

of pupils participated in the PEV 61.9 percent. Remarkably these respondents strongly disagreed that they would be ready to retaliate if violence erupts again.

On this issue, Wachira (2011) reports that, a large number of children whose families were displaced from their homes in 2007/2008 post-election violence are some of the 28 million children globally who are out- of- school as a result of political conflict and armed violence. He asserts to the UNESCO Director- General Irina Bokova, that while societies cannot build peaceful communities overnight, there is no justification for the attacks on children, the widespread of sexual violence on girls and destruction of school facilities. The report argues violent conflict in many countries has not just destroyed school infrastructure but also children's hopes and ambitions.

#### **4.7 The Impact of Post-Election Violence on KCPE Pupil's Performance**

The study sought to investigate the impact of the 2007/2008 post-election violence on KCPE pupils' performance from 2008 to 2011, in public primary schools in Esise Division, Nyamira County. In the headteachers interview schedule, Likert's scale was used to rate their opinions on different effects of the PEV to evaluate the impacts they had on the KCPE pupils' performance in the schools. In order to control other interfering possible variables, the respondents were required to gauge the apparent deviation from the normal situation by noting the positive or negative increase/decrease on each probable effect. The opinions were coded as;

5 – Strongly Agree

4 – Agree

3 – Uncertain

2 – Disagree

1 – Strongly Disagree

In order to represent the headteachers' opinions on a table statements on Section F were coded as follows;

- A – Increased trauma in pupils
- B – Reduced pupil attention span
- C – Increased time wastage
- D – Increased Poor class attendance.
- E – Increased pupil absenteeism

**Table 4.13: Impact of Post-Election Violence on KCPE Pupils' Performance**

Statement	Desired Opinion									
	5		4		3		2		1	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
A	5	62.5	2	25	0	0	1	12.5	0	0
B	2	25	5	62.5	0	0	1	12.5	0	0
C	3	37.5	4	50	0	0	1	12.5	0	0
D	3	37.5	4	50	0	0	1	12.5	0	0
E	3	37.5	4	50	0	0	1	12.5	0	0

*Source: Researcher*

From Table 4.13 the respondents were in a consensus opinion that the increases in trauma, low pupil attention span, time wastage, poor class attendance and pupils' absenteeism could be dominant variables that led to low KCPE pupils' performance. For example they noted an increase in trauma and low pupil attention span by 62.5 percent each while 50.0 percent of the respondents each cited time wastage, poor class attendance and pupils' absenteeism. Onsongo (2008) notes that majority of the children affected by the crisis may not be able to concentrate in their learning because of these

traumatic experiences hence poor examination performance. Psychological trauma affects children in three levels. Cognitive level whereby thinking processes and memory are affected, emotional trauma which is distressing leading to generation of very profound and far reaching emotional reactions and behavioural effects making children to become withdrawn or even aggressive (Page et al, 1992).

The study established the teachers' opinions on the impact of post-election violence on KCPE pupils' performance. Different items were used to collect these data on Likert's 5 points scale. In order to represent the teachers' opinions statements on Section D were coded as follows:

A – Since the post-election violence the pupil class attendance has reduced.

B – The attention span of the pupils has reduced since the PEV.

C- Since the PEV the syllabus is hardly covered at all class levels.

D – Time has been poorly observed in school since the PEV.

E – Many pupils are traumatized by the PEV inhuman acts.

**Table 4.14: Teachers' Opinions on the Impact of Post-Election Violence on KCPE Pupils' Performance**

Statement	Desired Opinion									
	5		4		3		2		1	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
A	9	56.3	4	25	1	6.3	2	12.5	0	0
B	9	56.3	4	25	2	12.5	0	0	1	6.3
C	6	37.5	5	31.3	5	31.3	0	0	0	0
D	6	37.5	2	12.5	5	31.3	2	12.5	1	6.3
E	13	81.2	3	18.8	0	0	0	0	0	0

*Source: Researcher*

From the Table 4.14 most teachers strongly agreed that PEV impacted in pupils' performance in KCPE. Example since PEV the pupils class attendance had reduced (56.3percent) the attention span of the pupils had reduced since the PEV 56.3 percent, the syllabus was hardly covered at all class levels and time had been poorly observed by 37.5 percent each while 81.2 percent strongly were in agreement that many pupils were traumatized by the PEV inhuman acts.

The researcher further sought to find out from the pupils the impact of PEV on KCPE pupils' performance. Likert's scale was used. In order to represent the pupils' opinions, statements on Section D were coded as follows:

A – I am often absent from school in a term

B – Our school closed for sometime due to PEV.

C – The syllabus is covered in time in all the subjects in our school.

D – Most classmates are always absent.

E – The majority of my classmates do their assignment, homework given on time.

F – Most pupils who suffered from PEV did not receive adequate counseling in school.

G—I could perform better in my KCPE if there could be no PEV.

**Table 4:15 Pupils' Opinions on the Impact of PEV on KCPE Pupils Performance**

Statement	Desired Opinion									
	5		4		3		2		1	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
A	68	18.9	135	37.5	4	1.1	74	20.6	79	21.9
B	289	80.3	44	12.2	6	1.7	12	3.3	19	2.5
C	52	14.4	24	6.7	13	3.6	147	40.8	124	34.4
D	124	34.4	83	23.1	5	1.4	75	20.8	73	20.3
E	37	10.3	26	7.2	15	4.2	191	53.1	91	25.3
F	229	63.6	43	11.9	6	1.7	34	9.4	48	13.3
G	280	77.8	68	18.9	1	0.3	5	1.4	6	1.7

*Source: Researcher*

From the Table 4.15 pupils were in agreement that PEV impacts negatively on KCPE performance. For example 80.3 percent of the respondents strongly agreed that schools closed for some time due to PEV, pupils did not receive adequate counseling in school 63.6 percent and that they could perform better if there could be no PEV.

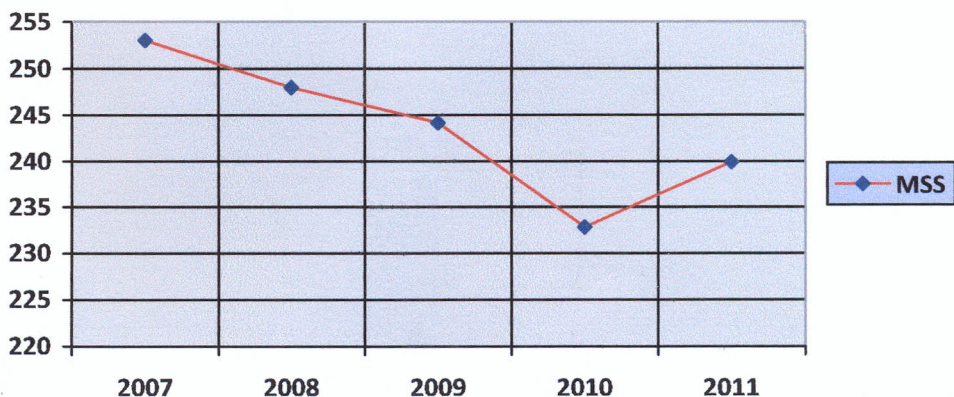
Data was collected that sought to get the school's mean standard score (MSS) for a progressive a period of five years from 2007 to 2011. This information is represented in Table 4.16

**Table 4.16: Schools MSS from 2007 – 2011**

Year	MSS	Deviation
2007	253.6	
2008	248.0	-5.6
2009	244.2	-3.8
2010	232.8	-1.4
2011	239.9	7.1

*Source: Researcher*

**Figure 4.3: Schools' MSS from 2007 – 2011**



*Source: Researcher*

From Table 4.16 and Figure 4.3 the schools' mean standard scores in KCPE showed negative deviation after the PEV of 2007/2008. From 253.6 in 2007 down to 232.8 in 2011, there is a positive deviation index of 7.1 in the year 2011. These findings are represented in Figure 4.5. Mundi (2008) agrees that children who are affected by such crisis may not be able to concentrate in their learning because of the traumatic experiences which lead to their poor examination performance.

#### **4.8 Headteachers' Recommendations to Various Bodies to Avert the Effects of PEV in Schools in Future**

The researcher sought to collect views from the Headteachers on various recommendations that should be put in place by different bodies so as to avert the effects of PEV in schools in future. The findings were tabulated as in Table 4.17 below.

**Table 4.17: Headteachers' recommendations to various bodies to avert effects of PEV**

Body	Recommendations	Frequency (f)	Percentage (%)
Educational Planners	To provide cosmopolitan learning	2	25.0
	Enhance tribal integration	4	50.0
	Advocate for co-existence	2	25.0
Curriculum Developers	Elections should be over holidays	1	12.5
	Syllabus to include national integration	5	62.5
	Provide infrastructure	2	25.0
Politicians	To be involved in peace sensitization	1	12.5
	Avoid hate speeches	5	50.5
	To provide infrastructure	2	25.5
Religious Organizations	To preach peace	6	75.5
	Conduct home and school visitations	2	25.5
School Management Committee (SMC)	Assist to reconstruct schools	3	37.5
	To provide infrastructure	3	37.5
	Advocate for co-existence	1	12.5
	Preach peace	1	12.5
Educational Administrators	Ensure proper and equitable staffing	2	25.5
	To provide guidance and counseling	3	37.5
	Carry out regular visits to schools	1	12.5
	Conduct seminars	2	25.0
Provincial Administrators	Provide security	5	62.5
	Provide guidance and counseling	2	25.0
	Organize for sports and games	1	12.5
Security Personnel	Be quick in response	1	12.5
	Be vigilant in security	5	62.5
	Avoid partiality in provision of services	2	25.0
Council of Elders	Be involved in sensitization in cohesiveness	2	25.5
	Be active in preaching of peace	3	37.5
	Provide guidance and counseling	3	37.5
Non-Governmental Organizations (NGOs)	Initiate peace prayers meetings	1	12.5
	Provision of financial and material aid	5	62.5
	Avoid partiality in provision of services	2	25.0

*Source: Researcher*

From Table 4.17 the headteachers gave various recommendations to various bodies as discussed below.

### **Educational Planners**

Educational planners should come up with strategies that could see integration in learning where cosmopolitan learning (25.0%) should be encouraged. Tribal integration (50.0%) and co-existence (25.0%) should be encouraged whereby planners should come up with a syllabus on tribal integration and one that emphasizes peace.

### **Curriculum Developers**

The heads strongly felt that election dates should be during school holidays (12.5%) to avoid learning and school programmes taking place co-currently with elections. They were of the opinion that the curriculum should be developed in away that topics on national integration (62.5%) are included in the syllabus. They also noted that guidance and counseling strategies (25.5%) should be strengthened in schools by training teachers in the same field.

### **Politicians**

In their opinion, the respondents pointed out that politicians should be used as key people in sensitizing their people (12.5%) on the need to have community and national integration. The politicians should preach peace and do away with hate speeches (62.5%). The respondents were quick to add that politicians should provide the required infrastructure in schools (25.0%).

### **Religious Organization**

The main role of religious organization would be preaching peace (75.0%) as suggested by the respondents. Notably, the respondents added that the spiritual nourishment

should be extended by visiting schools and homes (25.0%) to preach the importance of national unity and integration and the ills of living in tribal misunderstandings.

### **School Management Committee**

The responses collected included that they should be actively involved in reconstructing schools (37.5%) provision of infrastructure (37.5%) co-existence with other communities (12.5%) and preaching of peace (12.5%).

### **Educational Administrators**

The study revealed that educational administrators should support the affected areas through proper staffing (25.0%) provision of guidance and counseling teachers (37.5%) continuous visits to schools (12.5%) to curb any negative effect on impact of PEV and holding of seminars (25.0%) that involve all teachers from the different communities to enhance integration.

### **Provincial Administrators**

From the study, the headteachers were of the opinion that the provincial administration was to provide security (62.5%) guidance and counseling (25.0%) to the youths and organizing of sports and games (25.0%) to cultivate the spirit of integration among the communities.

### **Security Personnel**

Responses given included that security personnel need to be quick in response (12.5%) whenever called, they need to be vigilant in security (62.5%) and avoid partiality (25.0%) when dealing with such cases.

### **Council of Elders**

The headteachers were of the opinion that the council of elders should be sensitized on their roles in the community (25.0%). They were also of the opinion that they should be ahead in preaching of peace (37.5%) and be involved in guidance and counseling activities (37.5%).

### **Non-Governmental Organizations**

The responses on the measures to be taken by non-governmental organization to avert PEV in future included initiation programmes for peace (12.5%) provision of financial and material support to schools (62.5%) and avoid partiality in provision of their services to the communities (25.0%).

The recommendations provided by the respondents are in agreement with those provided by WERK (2008) that Civil Society Organisations should provide the victims of PEV with good shelter, food and clothing, take them to school and take them to children homes. There is need for Education Officers to ensure a closer, responsive and formal collaboration and multi sectoral approach to address the post-election issues in education in general and the education of girls and other vulnerable groups in particular. They should look at the existing policies and begin a process of incorporating issues relating to internally displaced pupils. As well as implement the guidance and counselling policy which should incorporate the emerging challenges after the post-election crisis such as separated families, orphans, displaced children-change of environment/conditions etc. The local community to provide security to the schools have ownership of the schools and conduct peace and reconciliation meetings. The School Management Committee should work with parents to ensure that they make contributions towards maintaining and improving the facilities in schools. They should also collaborate with the Civil Society Organisations and be involved in establishing the needs of the internally displaced children and the requisite assistance to be accorded to them.

## CHAPTER FIVE

### SUMMARY CONCLUSION AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter gives a summary of the findings, conclusion and recommendations drawn from the findings in connection with the study carried on the impact of post-election violence on KCPE pupils' performance in public primary schools in Esise Division Nyamira County, Kenya. The study was based on the following objectives: To find out the impact of 2007/2008 post-election violence on learners' enrolment in public day primary schools in Esise Division Nyamira County, to determine the impact of post-election violence on the teaching staff, to identify the impact of post-election violence on the teaching/learning resources, to find out the impact of post-election violence on the confidence of the school community and to identify the impact of post-election violence on KCPE pupils performance from 2007 to 2010 in public day primary schools in Esise Division, Nyamira County, Kenya.

#### 5.2 Summary of the Research Findings

The study findings from the analyzed data are presented below under the following sub-headings derived from the objectives of the study on the impact of post-election violence on KCPE pupils' performance in public primary schools in Esise Division, Nyamira County, Kenya.

##### 5.2.1 The Impact of Post-Election Violence on Learners' Enrolment

From the study findings post-election violence had an impact on learners' enrolment. There was a progressive decrease in enrolment in school since post-election violence. The enrolment in the year 2007 was 2535, it reduced to 2466 pupils in 2008, it again reduced to 2422 in 2009, down to 2310 in the year 2010, then 2241 in the year 2011 to

2179 in the year 2012. The contributions towards the drop in learners' enrolment were due to transfer to other schools away from that violence areas. The study also found out that the number of girls dropped from 50.3 percent in the years 2007 and 2008 to 47.9 percent in the year 2012 but that one of boys increased from 49.7 percent in the years 2007 and 2008 to 52.9 percent in the year 2012.

### **5.2.2 The Impact of Post-Election Violence on the Teaching Staff**

From the study findings, teachers participated in the post-election violence varied in different ways whereby 30.8 percent each were involved in guiding and guarding learners, joined in the post-election violence and guarding property while 7.6 percent took refuge. From the study findings 50.0 percent agreed that there was poor syllabus coverage by teachers, 62.5 percent of the respondents were in the opinion that there was low teacher motivation and teacher absenteeism was high, and that teachers lost their property during the PEV. The findings also indicated that 87.5 percent of teachers were faced with economic constraints. Notably the study findings indicated that 68.8 percent of teachers were psychologically affected due to post-election violence, 93.8 percent of the teachers lost their property and 81.2 percent of the teachers were traumatized by the post-election violence inhuman acts. The findings also indicated that 43.9 percent of the teachers were very close and friendly to pupils as they were before PEV.

### **5.2.3 The Impact of Post-Election Violence on the Teaching / Learning Resources**

From the study findings 87.5 percent of the headteachers agreed that inadequate teaching / learning facilities had effects on pupils' performance in KCPE. The respondents (100 percent) were in agreement that insufficient supply of basic needs were among the effects of the PEV on KCPE pupils performance in their schools. The

findings further revealed that 50.0 percent of the respondents saw that the destruction of teaching/learning resources due to the PEV hindered the teaching learning process. From the findings 81.5 percent of the respondents saw that the destruction of teaching and learning resources had an observable increase on the cost of teaching/learning resources which deprived the schools' purchasing power to meet the basic educational learning resources and facilities. The cost of destruction was estimated to be 6.8 million Kenya Shillings in the sample schools.

#### **5.2.4 The Impact of PEV on the Confidence of the School Community in the Public Primary Schools**

The study findings indicated that insecurity was highly cited (75.0 percent) as a major threat to learning leading to a negative impact on pupils' performance. Internal displacement was viewed as a contributing factor to KCPE pupils' poor performance by 75.0 percent of the respondents. Majority of the respondents (62.5 percent) cited that socio-psychological distress resulted to poor KCPE performance. From the findings 87.5 percent indicated that fear and mistrust along tribal lines had significantly impacted negatively on the academic performance. The study findings from pupils (86.7 percent) were in consensus that they witnessed the post-election violence and it was a terrible experience, 76.9 percent agreed that the experience frightens them, their families were displaced during the post-election violence by 69.2 percent, their families lost a lot of property and other valuables during the post-election violence and that 63.9 percent get scared whenever they come into contact with their neighbouring tribesmen.

### **5.2.5 The Impact of Post-Election Violence on KCPE Pupils' Performance**

From the study findings trauma, low pupil attention span, time wastage, poor class attendance, pupils' absenteeism and pupils' participation in post-election violence led to low KCPE performance by 87.5 percent each. From the study, the teachers' opinions on the impact of post-election violence indicated that 56.3 percent saw that the pupils' class attendance had reduced, the attention span of the pupils had reduced by 56.3 percent, the syllabus was hardly covered and that time had been poorly observed by 37.5 percent and 81.2 percent were in agreement that pupils were traumatized by the PEV inhuman acts. The findings further indicated that 80.3 percent of the responses strongly agreed that schools closed for some time due to PEV and that pupils did not receive adequate counseling in schools by 61.6 percent and would perform better if there could be no post-election violence. The findings outlined a progressive declining negative index in KCPE performance from 2007-2010 of -5.6, - 3.8 and -1.4 respectively.

### **5.2.6 Recommendations by Headteachers to avert the Effects of PEV in Schools in Future**

From the findings, various responses were given by headteachers in which the following bodies were to put in place so as to avert the effects of PEV in schools in the future; Educational Planners, Curriculum Developers, Politicians, Religious Organizations, PTA/SMC, Educational Administrators, Provincial Administrators, Security Personnel, Council of Elders and Non-Governmental Organizations. The above cited as follows:

- i) Integration of communities in learning processes.

- ii) Elections should be carried during school holidays to avert interruptions during learning days.
- iii) Politicians to be used as key people in sensitization of their constituents on community and national integration. The politicians are also to preach peace and avoid hate speech.
- iv) Spiritual nourishment should be done by religious leaders and be extended to visiting of schools and homes to preach national unity.
- v) The findings also indicated that SMC/PTA should be actively involved in the reconstruction of schools, provision of infrastructure, co-existence with other communities and preaching of peace.
- vi) Educational administrators ought to support the affected areas through proper staffing, provision of guidance and counseling to teachers and regular visits and seminars to schools and teachers to cultivate the spirit of integration among the communities.
- vii) Security personnel should be quick in their response, vigilant in service and avoid partiality in cases of their response to future violence.
- viii) Council of elders should be in the forefront of preaching the gospel of peace and communities' integration.
- ix) Non-Governmental bodies ought to hold several peace programmes and seminars, offer financial and material support and avoid partiality in the provision of their services.

### 5.3 CONCLUSION

Based on the discussion, the following conclusions were made:

The study sought to find out the impact of Post-Election Violence on learners' enrolment in public primary schools in Esise Division, Nyamira County, Kenya. It was established that Post-Election Violence impacted negatively on the learners' enrolment in the study schools. Enrolment dropped from 2535 pupils in 2007 down to 2179 pupils in 2012. These findings agree with a study carried out in Kisumu among 10 primary schools after the PEV, attributing the changes in enrolments during and after the PEV to either internally displaced children or children from families from the region who had relocated to their rural homes away from the Kisumu City which was considered a "hot spot" for the violence (WERK, 2008).

The Study sought to determine the impact of post-election violence on the teaching staff. Teachers participated in post-election violence in varied ways by guiding and guarding learners (30.8 percent) guarding their property and also actively participated in the post-election violence (30.8 percent) each. There was poor syllabus coverage in schools by teachers (50.0 percent) as indicated by the respondents. There was teacher absenteeism and most of them lost their property during the post-election violence (62.5 percent). The study indicated that 87.5 percent of teachers were faced with economic constraints. Teachers were also traumatized (81.2 percent) psychologically affected (68.8 percent) by the post-election violence inhuman acts. Onsongo (2008) argues that Post-election Violence affected the teachers in several ways and in various parts of the country. The effects ranged from being forced to flee from their homes due to insecurity in their work stations, lose of property, theft and /or sought for transfers to schools where they thought they could be safe.

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The study also sought to identify the impact of Post-Election Violence on the teaching learning resources. Inadequate teaching/learning facilities had negative effects on pupils' performance in KCPE. Insufficient supply of basic needs affects pupils' performance in KCPE by 100 percent of the respondents. There was destruction of teaching/learning resources (50.0 percent of the responses) which hindered the teaching / learning process in schools. The destruction of teaching learning resources had an observable increase on the cost of teaching learning resources which had deprived schools the purchasing power to meet the basic educational learning resources and facilities. The cost was estimated to be 6.8 million Kenya Shillings in the sampled schools. PEV led to schools getting burnt by opponent communities leading to varied levels of destruction of the schools (GoK, 2008).

The study sought to find out the impact of post-election violence in the confidence of the school community. Insecurity was highly cited (75.0 percent) as a major threat to learning having a negative impact on pupils' performance. Fear along tribal lines had a great impact on KCPE performance in schools (62.5 percent). Internal displacement contributed to KCPE poor performance as 75.0 percent of the responses revealed. Majority of the respondents 62.5 percent cited socio-psychological distress resulted to poor KCPE performance. It was realized from pupils that 86.7 percent and 76.9 percent respectively witnessed the post-election violence which was a terrible experience and that the experience frightens them, their families were displaced by the post-election violence, lost property and other valuables and they get scared whenever they come into contact with their neighbouring tribesmen by 69.2 percent and 63.9 percent respectively. According to Mudi (2008) the effects ranged from being forced to flee from their homes due to insecurity in their work stations, displacement due to the

violence caused by the crisis, lose of property through burning down of their houses, theft and threats considered to be from a different ethnic group or community.

The study sought to identify the impact of Post-Election Violence on KCPE pupils' performance. Trauma, low pupil attention span, time wastage, poor class attendance, pupils' absenteeism and pupils' participation in post-election violence led to low KCPE performance by 87.5 percent of the responses each. Teachers were of the opinions that pupils class attendance had reduced, attention span had reduced, the syllabus was hardly covered and time was poorly observed by 56.3 percent, 56.3 percent and 37.5 percent respectively. While 81.2 per cent were of the opinion that pupils were traumatized by the PEV inhuman acts. Schools had closed for some time due to PEV; they did not receive adequate counseling by 80.3 percent and 61.6 percent of the responses. The findings realized a progressive declining negative index in KCPE performance from 2007- 2010 of -5.6, -3.8 and -1.4 respectively. Onsongo (2008) notes that the children affected by the crisis may not be able to concentrate in their learning because of these traumatic experiences hence poor examination performance.

The study sought to find out recommendations by headteachers to avert the effects of PEV in schools in future. The following stakeholders were identified to lay various strategies to avert the effects of PEV in schools in future. Educational Planners, Curriculum Developers, Politicians, Religious Organizations, PTA/SMC, Educational Administrators, Provincial Administrators, Security Personnel / Council of Elders and Non-Governmental Organizations whereby the following were cited: Integration of communities in the learning process, Elections to be carried during school holidays, Politicians to sensitize people on national integration, Spiritual nourishment and preaching of peace by religious leaders, SMC/PTA to reconstruct and provide

necessary infrastructure and facilities, Proper staffing, provision of guidance and counseling strategies, Security personnel to be quick in response and non-partisan, Non-Governmental bodies to hold several peace programmes and seminars, over financial and material support and avoid partiality in provision of resources. The recommendations provided by the respondents were found to be in agreement with those provided by WERK (2008) who recommend that Civil Society Organisations should provide the victims of PEV with good shelter, food and clothing, take them to school and take them to children's homes. There is need for Education Officers to ensure a closer, responsive and formal collaboration and multi sectoral approach to address the post-election issues in education in general and the education of girls and other vulnerable groups in particular. They should look at the existing policies and begin a process of incorporating issues relating to internally displaced children. As well as implement the guidance and counselling policy which should incorporate the emerging challenges after the post-election crisis such as separated families, orphans, displaced children- change of environment/conditions etc. The local community to provide security to the schools have ownership of the schools and conduct peace and reconciliation meetings. The School Management Committee should work with parents to ensure that they make contributions towards maintaining the facilities in schools and improving these facilities. They should also collaborate with the Civil Society Organisations and be involved in establishing the needs of the internally displaced children and the requisite assistance to be accorded to them.

#### 5.4 Recommendations

From the research conclusions, the following recommendations would help in averting the impacts of Post-Election Violence on KCPE pupils' performance:

- i) The government should work on national healing and reconciliation and better strategies to be laid to zero-rate Post-Election Violence in order to maintain enrolment in areas that were affected by the Post-Election Violence.
- ii) Teachers and entire educational stakeholders should be seminized on ways of dealing with pupils in these areas that were affected by Post-Election Violence. Staffing of teachers should be adequately done and at least those that were affected to be counseled and compensated for.
- iii) The government should provide schools in the area with enough, adequate and sufficient teaching learning materials to cater for the varied needs of pupils in the post-election violence areas.
- iv) There should be community integration which should be done by the government, politicians and religious leaders to promote communal harmonious living.
- v) Guidance and counseling strategies should be put in place to make the affected pupils / teachers overcome the effects of trauma and socio-psychological distress to make them perform better in their KCPE examinations.

### **5.5 Suggestions for Further Studies**

The study realized that the impacts of post-election violence on KCPE pupils' performance were negative. It is suggested that more studies should be carried on in the other areas that were affected by post-election violence in Kenya to determine their impacts on academic performance, physical equipment, socio-economic aspects and related impacts of post-election violence.

The study indicated that the enrollment of girls was more affected than that of the boys. It is suggested that a study be carried out to investigate the cause for the higher drop in the enrolment of girls.

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## APPENDICES

### APPENDIX A: OBSERVATION CHECKLIST

The checklist will contain pertinent information as regards to the physical facilities. It shows the type of facility, its current condition and whether usable or not.

<b>Folio</b>	<b>Facility</b>	<b>Not Disturbed</b>	<b>Half-disturbed</b>	<b>Completely Destroyed</b>
1.	Classrooms			
2.	Library			
3.	Text books			
4.	Wall maps/Carts			
5.	Stationary			
6.	Toilets			
7.	Water supply			
8.	Fences			
9.	Playing ground			
10.	Learner friendly environment			

## APPENDIX B: PUPILS QUESTIONNAIRE (PQ)

This questionnaire is meant to collect data for a study titled 'the impact of post-election violence on KCPE performance in public primary schools, a case of Esise division, Nyamira County, Kenya' for which your school is part of the sample. The questionnaire forms an integral part of the study and you are therefore kindly requested to give the necessary information as required. The information you give will be treated with strict confidentiality. Remember there is no right or wrong answer as this is not an examination. Please give answers by putting a tick ( $\checkmark$ ) mark against your preferred answer.

### SECTION A

1. What is your gender?      Boy    ( )    Girl    ( )
2. Who is your current guardian?  
     Parent ( ) Grandparent ( ) Uncle / Aunt ( )      Brother / Sister ( ) Others specify

### SECTION B: IMPACT OF PEV ON TEACHERS

Using a scale of strongly Agree = 5, Agree = 4, uncertain = 3, Disagree = 2, Strongly Disagree = 1 respond to the following;

1. Teachers attend all does lesson on time in our school?  
     5 ( )                  4 ( )                  3 ( )                  2 ( )                  1 ( )
2. The syllabus is covered in time in all the subjects in our school  
     5 ( )                  4 ( )                  3 ( )                  2 ( )                  1 ( )
3. My teachers are close and friendly as they were before PEV.  
     5 ( )                  4 ( )                  3 ( )                  2 ( )                  1 ( )
4. Teachers in our school attend as regular as they used to come before PEV  
     5 ( )                  4 ( )                  3 ( )                  2 ( )                  1 ( )
5. A number of teachers were transferred due to PEV in our school?  
     5 ( )                  4 ( )                  3 ( )                  2 ( )                  1 ( )
6. Our teachers are as ready and willing to work as they were before the PEV  
     5 ( )                  4 ( )                  3 ( )                  2 ( )                  1 ( )
7. Our teachers and those in other schools lost a lot of property due to PEV  
     5 ( )                  4 ( )                  3 ( )                  2 ( )                  1 ( )
8. Our teachers teach from textbooks without using preparation notes  
     5 ( )                  4 ( )                  3 ( )                  2 ( )                  1 ( )

**SECTION C: IMPACT OF PEV ON THE CONFIDENCE OF THE SCHOOL  
COMMUNITY**

1. Witnessed the PEV of 2007 /2008, it was a terrible experience.  
5 ( )                      4 ( )                      3 ( )                      2 ( )                      1 ( )
2. The memory of the 2007/2008 PEV frighten me.  
5 ( )                      4 ( )                      3 ( )                      2 ( )                      1 ( )
3. My family was displaced during the 2007/2008 PEV  
5 ( )                      4 ( )                      3 ( )                      2 ( )                      1 ( )
4. My family lost a lot of property and other valuables during PEV  
5 ( )                      4 ( )                      3 ( )                      2 ( )                      1 ( )
5. I get scared wherever I get into close contact with our neighbouring tribesmen?  
5 ( )                      4 ( )                      3 ( )                      2 ( )                      1 ( )
6. Most members of our community became IDPs  
5 ( )                      4 ( )                      3 ( )                      2 ( )                      1 ( )
7. During PEV we missed shelter, clothing, food, medicine due  
5 ( )                      4 ( )                      3 ( )                      2 ( )                      1 ( )
8. Most orphans in our school are due to the effect of PEV?  
5 ( )                      4 ( )                      3 ( )                      2 ( )                      1 ( )
9. There is no enough security in the area our school is located?  
5 ( )                      4 ( )                      3 ( )                      2 ( )                      1 ( )
10. A number of our students participated in PEV.  
5 ( )                      4 ( )                      3 ( )                      2 ( )                      1 ( )
11. If violence empts again I will be ready to retaliate?  
5 ( )                      4 ( )                      3 ( )                      2 ( )                      1 ( )

**SECTION D: IMPACT OF POST-ELECTION VIOLENCE ON KCPE PUPILS' PERFORMANCE**

1. I am often absent from school in a term?  
5 ( )                      4 ( )                      3 ( )                      2 ( )                      1 ( )
2. Our school closed for sometime due to PEV  
5 ( )                      4 ( )                      3 ( )                      2 ( )                      1 ( )
3. The syllabus is covered in time in all subjects in our school.  
5 ( )                      4 ( )                      3 ( )                      2 ( )                      1 ( )
4. Most classmates are always absent.  
5 ( )                      4 ( )                      3 ( )                      2 ( )                      1 ( )
5. The majority of my classmates do their assignments / homework given on time.  
5 ( )                      4 ( )                      3 ( )                      2 ( )                      1 ( )
6. Most pupils who suffered from PEV did not receive adequate counseling in school?  
5 ( )                      4 ( )                      3 ( )                      2 ( )                      1 ( )
7. I could perform better in my KCPE if there could be no PEV  
5 ( )                      4 ( )                      3 ( )                      2 ( )                      1 ( )

### APPENDIX C: CLASS TEACHERS QUESTIONNAIRE (CTQ)

This questionnaire is meant to collect data for a study titled ‘the impact of post-election violence on KCPE pupils’ performance in public day primary schools, a case of Esise division, Nyamira County, Kenya’ for which your school is part of the sample. The questionnaire forms an integral part of the study and you are therefore kindly requested to give the necessary information as required. The information you give will be treated with strict confidentiality. Remember there is no right or wrong answer as this is not an examination. Please give answers by putting a tick (✓) mark against your preferred answer.

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#### SECTION A: IMPACT OF 2007 PEV ON TEACHING STAFF

1. Many teachers are psychologically affected due to the PEV?  
Strongly Agree ( ) Agree ( ) Uncertain ( ) Disagree ( ) Strongly Disagree ( )
2. There has been an observable teacher absenteeism from school since PEV  
Strongly Agree ( ) Agree ( ) Uncertain ( ) Disagree ( ) Strongly Disagree ( )
3. Teachers’ motivation to work in this region has deteriorated since the PEV  
Strongly Agree ( ) Agree ( ) Uncertain ( ) Disagree ( ) Strongly Disagree ( )
4. Some teachers’ lost their property due to PEV  
Strongly Agree ( ) Agree ( ) Uncertain ( ) Disagree ( ) Strongly Disagree ( )
5. Teachers’ preparation of the professional records has significantly reduced since PEV  
Strongly Agree ( ) Agree ( ) Uncertain ( ) Disagree ( ) Strongly Disagree ( )
6. Some teachers transferred without replacement due to PEV  
Strongly Agree ( ) Agree ( ) Uncertain ( ) Disagree ( ) Strongly Disagree ( )
7. Many teachers are traumatized by the PEV in human acts.  
Strongly Agree ( ) Agree ( ) Uncertain ( ) Disagree ( ) Strongly Disagree ( )

## SECTION B: THE IMPACT OF PEV ON THE TEACHING / LEARNING

### RESOURCES

1. The destruction of the teaching school facilities has greatly hindered the teaching / learning process.

Strongly Agree ( ) Agree ( ) Uncertain ( ) Disagree ( ) Strongly Disagree ( )

2. The teaching learning process was greatly interrupted during and after the PEV due to destruction of teaching / learning resources.

Strongly Agree ( ) Agree ( ) Uncertain ( ) Disagree ( ) Strongly Disagree ( )

3. The PEV greatly affected the supply of the basic needs in the school community.

Strongly Agree ( ) Agree ( ) Uncertain ( ) Disagree ( ) Strongly Disagree ( )

4. An observable increase of the education cost has deprived schools the purchasing power to meet the basic educational learning resources / materials.

Strongly Agree ( ) Agree ( ) Uncertain ( ) Disagree ( ) Strongly Disagree ( )

5. Inadequate teaching / learning facilities led to continued deterioration of the KCPE pupils performance.

Strongly Agree ( ) Agree ( ) Uncertain ( ) Disagree ( ) Strongly Disagree ( )

6. Insufficient supply of basic needs led to continued deterioration of the KCPE pupils' performance?

Strongly Agree ( ) Agree ( ) Uncertain ( ) Disagree ( ) Strongly Disagree ( )

## SECTION C: THE IMPACT OF PEV ON THE CONFIDENCE OF THE SCHOOL

### COMMUNITY IN THE PUBLIC PRIMARY SCHOOLS

1. The fear and mistrust along the tribal lines has significantly impacted on the academic performance since the PEV.

Strongly Agree ( ) Agree ( ) Uncertain ( ) Disagree ( ) Strongly Disagree ( )

2. There was loss of property at home that impacted negatively on learning in school

- Strongly Agree ( ) Agree ( ) Uncertain ( ) Disagree ( ) Strongly Disagree ( )
3. The PEV resulted to much economic constraints that had negative results on learning in schools.
- Strongly Agree ( ) Agree ( ) Uncertain ( ) Disagree ( ) Strongly Disagree ( )
4. Fear along tribal lines was a contributing factor in schools performance
- Strongly Agree ( ) Agree ( ) Uncertain ( ) Disagree ( ) Strongly Disagree ( )
5. Internal displacements of parents, pupils and even teachers is a cause of deteriorating academic standards in schools
- Strongly Agree ( ) Agree ( ) Uncertain ( ) Disagree ( ) Strongly Disagree ( )
6. Socio-psychological distresses among parents, pupils and teachers resulted to schools wanting educational standards.
- Strongly Agree ( ) Agree ( ) Uncertain ( ) Disagree ( ) Strongly Disagree ( )
7. Pupils participation in PEV resulted to continued deterioration of the KCPE pupils' performance.
- Strongly Agree ( ) Agree ( ) Uncertain ( ) Disagree ( ) Strongly Disagree ( )

#### **SECTIOND: THE IMPACT OF PEV ON KCPE PUPILS' PERFORMANCE**

1. Since the PEV the pupil class attendance has reduced.
- Strongly Agree ( ) Agree ( ) Uncertain ( ) Disagree ( ) Strongly Disagree ( )
2. The attention span of the pupils has reduced since the PEV
- Strongly Agree ( ) Agree ( ) Uncertain ( ) Disagree ( ) Strongly Disagree ( )
3. Since the PEV the syllabus is hardly covered at all class levels.
- Strongly Agree ( ) Agree ( ) Uncertain ( ) Disagree ( ) Strongly Disagree ( )
4. Time has been poorly observed in school since PEV
- Strongly Agree ( ) Agree ( ) Uncertain ( ) Disagree ( ) Strongly Disagree ( )
5. Many pupils are traumatized by the PEV in human acts.
- Strongly Agree ( ) Agree ( ) Uncertain ( ) Disagree ( ) Strongly Disagree ( )



### SECTION C: IMPACT OF 2007 PEV ON TEACHING STAFF

1. What was the teachers participating in the PEV?

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2. How could you rate the following effects of the PEV using strongly agree, agree, uncertain, disagree and strongly disagree to evaluate the impact they had on the KCPE pupils' performance in your school

FOLIO	EFFECTS	Strongly Agree	Agree	Uncertain	Disagree	Strongly disagree
1.	Poor syllabus coverage by the teachers					
2.	Low teacher motivation					
3.	Teachers absenteeism					
4.	Inadequate teacher preparation					
5.	Transfer of teachers					
6.	Time wastage					
7.	Loss of property					
8.	Economic constraints					
9.	Headteachers' absenteeism.					

### SECTION D: THE IMPACT OF PEV ON TEACHING / LEARNING RESOURCES

1. What was the estimated cost of the destruction due to the PEV in the school? (include school infrastructure, textbooks, stationary, equipments etc)
2. Inadequate teaching / learning facilities negatively affected pupils performance in KCPE  
Strongly Agree ( ) Agree ( ) Uncertain ( ) Disagree ( ) Strongly Disagree ( )
3. Loss of property impacted negatively on the teachers learning process.  
Strongly Agree ( ) Agree ( ) Uncertain ( ) Disagree ( ) Strongly Disagree ( )
4. Insufficient supply of basic needs are among the effects of the PEV on KCPE pupils performance in my school.  
Strongly Agree ( ) Agree ( ) Uncertain ( ) Disagree ( ) Strongly Disagree ( )

**SECTION E: THE IMPACT OF PEV ON THE CONFIDENCE OF THE SCHOOL  
COMMUNITY IN THE PUBLIC PRIMARY SCHOOLS**

1. How could you rate the following effects of the PEV and its effects on the confidence of the school community using strongly agree, agree, uncertain, disagree and strongly disagree.

FOLIO	EFFECTS	Strongly Agree	Agree	Uncertain	Disagree	Strongly disagree
1.	Insecurity					
2.	Fear along tribal lines					
3.	Internal displacement					
4.	Socio-psychological distresses					

2. What steps did you take to lessen the effects of the PEV in your school?
- 

**SECTION F: THE IMPACT OF PEV ON PUPILS PERFORMANCE**

How could you rate the following effects of the PEV and its impact on KCPE pupils' performance using strongly agree, agree, uncertain, disagree and strongly disagree?

FOLIO	EFFECTS	Strongly Agree	Agree	Uncertain	Disagree	Strongly disagree
1.	Trauma in pupils					
2.	Low pupil attention span					
3.	Time wastage					
4.	Poor class attendance					
5.	Pupils absenteeism					
6.	Pupils participation in PEV					

**SECTION G: RECOMMENDATIONS TO AVERT THE EFFECTS OF PEV**

What would you recommend to the following bodies to put in place so as to avert the effects of PEV in schools in future?

a) Educational planners

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b) Curriculum developers

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c) Politicians

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d) Religious organizations

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e) PTA/SMC

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f) Educational administrators

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g) Provincial administration

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h) Security personnel

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i) Council of elders

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j) Non-Governmental organizations

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## APPENDIX F: RESEARCH UTHORIZATION

REPUBLIC OF KENYA



## NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349  
 254-020-310571, 2213123, 2219420  
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 When replying please quote  
 secretary@ncst.go.ke

P.O. Box 30623-00100  
 NAIROBI-KENYA  
 Website: www.ncst.go.ke

NCST/RCD/14/012/324

Our Ref:

Date: 2<sup>nd</sup> April 2012

John Ogeto Aberé  
 Kenyatta University  
 P.O.Box 43844-00100  
 Nairobi.

**RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on "*The impact of post election violence on K.C.P.E pupils' performance in public primary schools in Esise Division, Nyamira County, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in **Borabu District** for a period ending **30<sup>th</sup> June, 2012**.

You are advised to report to **The District Commissioner and the District Education Officer, Borabu District** before embarking on the research project.

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

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

Copy to:

The District Commissioner  
 The District Education Officer  
 Borabu District.

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