

**RESOURCE-BASED CONFLICT AND EDUCATION ACCESS IN SECONDARY
SCHOOLS IN LAIKIPIA COUNTY, KENYA.**

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DECLARATION

This project represents my own original work and has not been submitted for a degree at any other university.

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LIST OF ABBREVIATIONS

ACLED	-	Armed Conflict Location and Event Data Project
ASAL	-	Arid and Semi-Arid Lands
CoK	-	Constitution of Kenya
DEO	-	District Educational Officer
EU	-	European Union
FPE	-	Free Primary Education
KNBS	-	Kenya National Bureau of Statistics
KNUT	-	Kenya National Union of Teachers
KUPPET	-	Kenya Union of Post Primary Education Teachers
NER	-	Net enrolment rate
SALW	-	Small Arms and Light Arms
SDGs	-	Sustainable Development Goals
SPSS	-	Statistical Package for Social Science

OPERATIONAL DEFINATION OF TERMS

Agro-Pastoral tensions:	These are conflicts that emerges between farmers and pastoralist over issues such as land, and water in Laikipia County.
Cattle rustling:	A violent practice of stealing livestock from homes, farms and ranches around the Laikipia West region.
Education access:	It refers to the availability and opportunities for Laikipia county students, teachers and community to obtain education regardless of their ethnicity, disability, socioeconomic status, and geographical location.
Ethnicity:	These are the social groups that exists in Laikipia County and have similar religion culture and even language and sometime practices discrimination over other.
Household's Head:	The person in charge of decision making within a family unit in Laikipia West.
Proliferation of Small Arms:	The rise in the availability and utilization of small arms in Laikipia West heightens the potential for insecurity and conflict.
Resource-Based Conflict:	This is conflicts that emerges as a result of use and also control of various resources such as land, water, forest, educational resources and grazing areas in Laikipia West
Security Personnel:	Deputy county commissioner, assistant county commissioner, police reservist, Chiefs, station commanders, police men and members of Nyumba Kumi initiative who are stationed in Laikipia county.

ABSTRACT

Education is a fundamental right that must not be ignored in any context. Nevertheless, existing political circumstances like resource-based conflicts have significantly hindered teachers, families, students, and other important stakeholders from achieving this objective. This research aimed to examine the connection between resource-based conflicts and access to education in Laikipia County. The primary objective of this study was to examine the effect of ethnicity on educational access in secondary schools within Laikipia County, Kenya. The second aim was to assess the impact of agro-pastoral conflicts on educational access. Additionally, the research sought to evaluate how cattle rustling affects access to education. Finally, the investigation focused on the implications of small arms proliferation on educational access in Laikipia County, Kenya. The theoretical framework included Conflict Theories, Socio-Cultural Theory, and Rational Choice Theory. A mixed-methods approach was utilized to collect both qualitative and quantitative data, guided by four independent variables: ethnicity, agro-pastoral conflict, cattle rustling, and the proliferation of small arms. The study has one dependent variable which is education access. The study's target population was identified through the stratified random sampling method, which categorized participants into distinct groups, including school principals, heads of households, security personnel, and representatives from teachers' unions. The sample size was determined to be approximately 236 respondents, with data gathered via semi-structured questionnaires that featured both open-ended and Likert scale items. Data analysis employed descriptive statistics and regression models for quantitative data, while qualitative data underwent thematic analysis. The information was systematically coded and organized into themes and visual representations. The results indicated that over 75% of respondents acknowledged that factors such as ethnicity, agro-pastoral conflicts, cattle rustling, and the spread of small arms adversely affect access to education in secondary schools within Laikipia County, Kenya. This study concludes that Inter-ethnic clashes have indeed impacted student's ability to access education, frequent land invasions by pastoralists and farmers have disrupted educational activities in secondary schools in Laikipia County, and cattle rustling in these regions have increased the likelihood of attacks which has resulted in drastic impact on secondary school education and proliferations of small arms have increased incidences of violent crimes to secondary schools in Laikipia County. The research suggests that the Ministry of Education ought to extend necessary support to regions impacted by inter-ethnic conflicts. Additionally, the Laikipia County government should implement development policies and land tenure systems that adequately acknowledge the needs and interests of pastoralists, alongside those of agriculturalists, ranchers, and urban populations.

CHAPTER ONE

1.1 Introduction

This chapter introduces a background to the study of resource-based conflicts by looking at a wide range of issues globally and narrowing it down to a specific locale of research. The chapter scrutinizes the statement of the problem that arose in the study. Additionally, its layout the research objectives and questions that direct the study and included the justification and significance of the study. Furthermore, the chapter addressed the scope of the research as well as the limitations that were present.

1.2 Background to the study

Resource-based conflicts refer to violent confrontations that are largely driven by the competition of natural resources in a given location. These resources revolve around oil, minerals, land, water and grazing pastures (Schellens & Diemer, 2020). The global shortage of natural resources has emerged as a significant factor contributing to tension and instability. The discourse around natural resource scarcity revolves around the inquiry of whether the globe possesses enough quantity of natural resources to maintain the expanding global population. According to Wang & Azam (2023), the global community is presently the world is facing a shortage of natural resources as a result of rising demand, population growth, and the impacts of climate change. Conversely, some contend that natural resources are plentiful, and the shortage of these resources is a result of ineffective utilization and mishandling. Recently, the discussion has centred on the allocation of water and energy resources. According to the United Nations (2023), it is projected that by 2025, around two-thirds of the global population might experience water scarcity as a result of factors such as population expansion, urbanization, and climate change. Likewise, there is

a forecasted 50% surge in energy consumption by the year 2050, mostly driven by the expansion of the global population and the advancement of economies in developing nations.

In Europe, major conflicts such as the Ukraine and Russia Wars have partly been spearheaded by the resources in the region. In 2014, Russia annexed Crimea from Ukraine due to its strategic location as it posed a formidable access to offshore energy resources in the Black Sea. The majority of the nations in Europe rely on natural gas from Russia, with the EU importing 43% of natural gases from Russia. This dependency often poses a great hindrance in addressing the situation in the Russia-Ukraine conflict (Keypour & Hendla, 2019). Additionally, in Spain, natural resource disputes emerged in the mid-1980s, when popular movements largely opposed the construction of reservoirs and dams in the region. Contemporary times have seen Spain struggle with water conflicts as the Mediterranean climate continues to face irregular rainfall. Critical resources such as Donana National Park and Mar Menor Lagoon have continued to face environmental degradation (Sesma-Martín, 2020)

The Middle East region has also faced a significant share of resource-based conflict. The presence of a huge reservoir of oils has fuelled tensions and instability in the region, shaping geopolitics. Resource-based conflict in the Middle East is traceable to the early 20th century when vast oil reserves were discovered. In 1980-1988, the Iran –Iraq War emerged, fuelled by disputes in Shatt al-Arab waterways, which led to loss of life and increased regional instability. Years later, in 1990-1991, and also in 2003 and 2011, Iraq invaded Kuwait as Saddam Hussein poised to control the substantial oil reserves in Kuwait,

which he claimed to be historically part of Iraq. This later increased tensions as US-led interventions in the region drastically paralyzed the political instability (Saymour, 2022)

Africa has also had its share of resource-based conflicts. Africa's oil reserves stand at 125. Billion barrels, which accounts for 8% of the world's total oil reserves. Key nations involved in oil production namely Nigeria, Libya and Algeria have approximately 1.8 million barrels per day. Notably, the region is endowed with a huge natural gas reserve of around 503 trillion cubic feet of natural gas reserve. Globally, Africa produces 47% of the global diamonds and 30% of the world's gold. These resources, while abundant in the regions, have been the major contributors to conflicts in Africa. Parties have always fought to control, exploit and distribute resources, leading to violence, loss of lives and political instability (Omololu Fagbadebo et al., 2023). The Nile River, for example, has been a contributing factor in the conflict between Egypt, Sudan and Ethiopia, with parties raising concerns about the potential reduction of water in the region after the development of the Grand Ethiopian Renaissance Dam. The Mali conflict, which has seen the Tuareg rebellion fight for control of gold and salt in the region, has seen an increased rise in jihadist groups and terrorism. Moreover, the Congo Wars of 1996-2003, driven by the desire to control valuable minerals in the region, such as diamond, gold, and cotton, has seen widespread displacement and deaths (Olanrewaju et al., 2020).

Kenya has also been blessed with critical natural resources, which have contributed significantly to the emergence of conflict. Historically, the land has been a major issue that has fuelled tension. Colonial land expropriation saw the settlers alienate lands from the local community, leaving them landless. Following Kenya's attainment of independence in 1963, the government endeavoured to tackle land-related issues via redistribution efforts.

However, the practice was marred with favouritism and ethnicity, further leaving a spirit of discontentment among communities. Instability related to terrorism, banditry, and political violence has been on the rise in recent years. There have been increased cases of resource conflict in Kenya, such as in Northern Kenya (Onguny & Gillies, 2019), where the Turkana and Pokot communities have clashed over grazing land. From 2012 to 2013, the Tana River region experienced conflict between the farming community of Pokomo and Orma pastoralists as they competed for Tana River resources (Opiyo et al., 2012). Besides, From January to March 2023, more than 250 acts of political violence and more than 200 deaths were recorded. Among these deaths, 30% were caused by Pastoralist militias. Moreover, increases in small weapons and the tactical sophistication of places such as Laikipia, Baringo, Pokot, and Elgeyo Marakwet have long increased the severity of the conflict in these areas (ACLEED, 2023).

In Laikipia County, and especially Laikipia West, the severity of the resource-based conflict started many years ago. From the 1904–1911 Anglo-Maasai agreement, which saw the Maasai community move to reserves, to Kenyan Independence in 1963, which saw the subdivision of land to government agencies, elites, and farming communities. This left no room to address historical injustices related to land issues. The creation of wildlife conservancies has further deteriorated the issues, exacerbating existing resources and promoting conflict between pastoralists and owners (Mwangi & Muniu, 2022). The consequences of resource-based conflicts in education are indeed immense, without stability, armed conflict results to the deaths of teachers and students and consequently teachers are always reluctant to engage in employment opportunities in the regions, learner

enrolment can be affected, and displacement of communities may further affect student and their studies.

The epitome of resource-based conflict is its devastating effects on society. From economic disruption, healthcare challenges, human rights violations, loss of lives, and education disruption, the scars left behind can persist for generations. One area that has been affected and that forms the basis of this research has been education access. Education access is at the heart of societal progress and the cultivation of knowledge and skills needed for society and individuals to thrive. It revolves around the affordability, acceptability, adaptability, availability and ability of a person to obtain education without barriers from their background. The Sustainable Development Goals (SDGs) were adopted by the United Nations General Assembly in September 2015, which addressed various interconnected issues with a timeline of achievement extended to 2030. One of the formulated goals was SDG 4 on Quality Education. The objective of this goal was established to guarantee inclusivity, equitable access to high-quality education, and the encouragement of lifelong learning for everyone (United Nations, 2015). The majority of nations around the world continue to face various challenges in meeting the goal of quality education in their education sectors due to resource-based conflict. Globally, about 2 billion people live in places infested with conflict. The Russian invasion in 2022 has affected more than 5.7 million students in Ukraine. Besides, since 2001, education has been on the receiving end of Resource-based conflict in Afghanistan, creating room for extremists to use the educational space for radicalization and violence (ACAPS, 2022; Pherali & Sahar, 2018)

Access to education is a critical right for Kenyan students, regardless of location. The Constitution of Kenya, in Article 53 (1) (b), asserts that every child is entitled to receive

free and compulsory basic education. It goes ahead in Article 55 (a), which points out that the government will do all it can, including affirmative action programs, to ensure that young people get the education and training they need (CoK, 2010). Besides, access to education has seen increased changes, especially with the government's establishment of free primary education (FPE) in 2003. The World Bank (2018) indicated that this policy has a positive impact on education access as it increased the enrolment rate from 59% in 2003 to 83% in 2018. Various stakeholders have provided numerous inputs; however, challenges such as geographical inequalities and resource-related conflicts, particularly in arid and semi-arid lands (ASAL) in Kenya, along with gender disparities and socio-economic obstacles, persistently hinder access to education.

This research, therefore, is based on the need to bridge the existing literature gap on the resource-based conflict and education access in Laikipia County to understand the key aspects of insecurity that continue to widen the gap in access to education in the country. Through this study, particular elements of resource-based conflict will be analysed, paving the way for the presentation of effective strategies and solutions to address the menace of armed conflict in Laikipia County and, above all, address the existing gaps in education access.

1.3 Statement of the Problem

Laikipia West Constituency is a cosmopolitan region that has been characterized by resource-based conflicts and disparities in education access for many years. The prevalence of diverse demographic composition, natural resources, and historical ongoing land tenure issues has largely contributed to conflicts on resources like water, land, and natural reserves. These conflicts are largely endowed in pastoralist communities living in Laikipia

West and North, agricultural communities in these regions and a huge community of private ranch owners. Furthermore, the prevalence of climatic variability, poor government structures and increased population have further exacerbated the competition for scarce resources in the regions, further increasing disputes and violence.

Furthermore, the county has faced significant barriers in regards to equitable access to education. Despite numerous efforts by the government, the unique socio-economic and geographical contexts still contribute to uneven education outcomes. The pastoralist lifestyle, which is characterized by frequent mobility, economic constraints and cultural practices, further weakens consistent school attendance and retention of learners. Besides, the competition for resources further makes schools unsafe, and hence, disruptions of educational activities are often witnessed. In 2019 census data, Laikipia West showed that 49% of the total population is illiterate, with one out of 3 people having difficulties in reading and writing (KNBS, 2019). This intersection between resource-based conflict and education access presents a greater problem that indeed warrants thorough research.

Lastly, secondary school education is an important issue to focus on due to the challenges that are experienced at this level of learning. Basic Education Act of 2013 noted that basic education was both mandatory and a fundamental right for every child. In 2020, the government argued that it would enforce a 100% transition from primary to secondary schools without exceptions. However, with the introduction of free primary education in 2003, the Net Enrolment Rate (NER) rose to 92.4% in 2018, the outcome was a rise in the number of students pursuing high school education, accompanied by a lack of corresponding growth in educational facilities. (Ochieng & Murungi, 2019). If the

government is to attain a 100% transition rate, then it means addressing even the core issues facing society at the community level, such as resource-based conflict.

1.4 Objectives of the Study

The study was guided by the following specific objectives:

1. To examine the effect of ethnicity on education access in secondary schools in Laikipia West, Laikipia County, Kenya.
2. To investigate the impact of agro-pastoral tension on education access in secondary schools in Laikipia West, Laikipia County, Kenya.
3. To assess how cattle rustling affects education access in secondary schools in Laikipia West, Laikipia County, Kenya.
4. To determine the effect of the proliferation of small arms on education access in secondary schools in Laikipia West, Laikipia County, Kenya.

1.5 Research Questions

The study will seek to answer the following question:

1. How does ethnicity affect education access in secondary schools in Laikipia West, Laikipia County, Kenya?
2. How does agro-pastoral tension impact education access in secondary schools in Laikipia West, Laikipia County, Kenya?
3. How has cattle rustling affected education access in secondary schools in Laikipia West, Laikipia County, Kenya?
4. How does the proliferation of small arms affect education access in secondary schools in Laikipia West, Laikipia County, Kenya?

1.6 Justification of the Study

Laikipia West constituency in Laikipia County is endowed with numerous economic activities. It houses farmers and pastoralists, and it is a ward with rich wildlife resources. These multifaceted factors often lead to challenges between different actors, leading to the emergence of resource-based conflict. Often, there is an increased loss of properties and livestock due to cattle rustling. Moreover, the loss of crops as farms and ranches are invaded by herders is also experienced in the region.

Laikipia County is endowed as the home of ethnic and socio-economic groups, which includes 32 communities such as Samburu, Kikuyu, Kisii, Maasai, Samburu and also European settlers. The diversity in this county offers a solid context for understanding how these communities are affected by and also respond to resources-based conflict. It also offers an avenue to understand the role of inter-ethnic relations and the role ethnicity has played in the distribution of available resources, specifically in improving educational opportunities for students from underrepresented communities.

The government policy of ensuring a 100% transition rate is indeed an important policy for ensuring students attain education at the secondary level (Ochieng & Murungi, 2019). This is not the case, and it means there are challenges facing secondary education. According to the UNESCO Institute for Statistics (2021), the admission rate in secondary education was 53%, while that for primary education stood at 86%. Such initiatives cannot be achieved if communities living in sections of Laikipia West continue to face resource-based conflict. Addressing these challenges will ensure that learners partake in education in a peaceful environment and be able to compete equally with peers from other regions.

Lastly, there has been an increase in resource-based conflicts in the Laikipia West. These attacks have happened to residents and educational institutions. Some of the institutions include Mirigwit Primary School. Since 2021, there have been around 35 recorded deaths in this electoral district, according to ACLED (2023). In this constituency, more than 150 households have been displaced and the closure of 16 out of 21 primary schools and 1 out of 5 secondary schools in Laikipia West Ward (Gachuhi & Munyeki, 2021).

1.7 Significance of the Study

Armed conflict has for so long disrupted communities in Kenya with far-reaching consequences. Conducting this study on Resource-based conflict and educational access in Laikipia West Ward, Laikipia County, Kenya, will greatly benefit from reducing the knowledge gap on the impact of Resource-based conflict on educational access, which can be replicated within the academic field. While sporadic research exists on armed conflicts, more than comprehensive research on its effect on education access is needed.

The findings of this research will be vital in informing policies and decision-making in education matters. These matters can be focused on enhancing school security provision, teacher motivation, and retention. Besides, by diving deep into the intricate dynamic of Resource-based conflict and education access, this study will offer a nuanced understanding of the continued education inequality in the region and propose ways for the Ministry of Education to address some of these gaps.

This study is timely in an era where armed conflict continues to shape the world with the current Russia-Ukraine conflict since conflict evolves in nature and impacts. A fresh

examination of influences on education access is vital, as it will provide an informed perspective on how these factors shape policies and interventions.

Lastly, the community is a vital stakeholder in the education sector, and understanding barriers and concerns that hinder parent involvement in education matters for their children will provide key stakeholders with initiatives that can strengthen parental engagement in education matters and, most importantly, initiate collaborative efforts to reduce resource-based conflict within their communities.

1.8 Scope of the Study

The research examined resource-based conflict and education access. It will be conducted in Laikipia County, Laikipia West Constituency being the central constituency that has experienced long resources-based conflicts. The study was based on the independent variables namely: ethnicity, pastoralist-agriculturalist conflict, cattle rustling, proliferation of small and light weapons, and education access as the dependent variable. The respective target population includes teachers, area education officers, households, teachers' unions, and security personnel. The study will be conducted using semi-structured questionnaires utilizing Likert scales. The study will be carried out from September – October 2024.

1.9 Limitations of the Study

This research was carried out when the communities in Laikipia County were harvesting farm produce. Hence, one of the limitations was unforeseen Resource-based conflict in the region, which may hamper data collection among the participants. The second limitation was the unwillingness of respondents to participate, which hampered the research outcomes. The limitation of sample size was also a concern for this research. In addressing

these limitations, the focus will be on ensuring that the researcher reported to the area chief during my research period for security purposes. The second limitation was addressed by providing a legitimate purpose for the study and the benefit accrued to the respondents in order to ensure cooperation and, lastly, by focusing on a simple stratified sampling approach where the study focused on head teachers, households, security personnel and area educational officer as the respective strata.

CHAPTER TWO: LITERATURE REVIEW

2.1. Introduction

This section examined the following aspects: education access as a dependent variable for the research. The chapter also focuses on ethnicity and education access, agro-pastoral tensions and education access, cattle rustling and its effects on education access and proliferation of small arms and education access. These key areas have been established from resources-based conflict, and an empirical review was provided, alienating gaps and showcasing how the current study will fill them. A summary table for the research gaps has been provided. The chapter also looked at the theoretical reviews of the research, focusing on the Social Identity Theory, Conflict Theory, and Rational Choice Theory. The chapter end with a conceptual framework provided by the author

2.2 Empirical Review

2.2.1 Education Access

Education Access is a right for every learner in Kenya. Lusenaka & Matisi (2024) conducted research on enhancing Access to Quality Education in Kenya: Approaches for Advancing Primary and Secondary Education. This study looked at access to quality education as an important independent variable and noted that quality education is an important wheel for achieving social, political and economic development in Kenya. It was critical for this research to conduct strategies that would enhance both primary and secondary education access in Kenya. This study employed case study examples and recommended that to improve the education quality in Kenya, there was a need to invest in teacher development through professional training. Secondly, the curriculum needed to incorporate technology and enhance innovative learning. Thirdly, curricula needed to align

with the 21st century. Fourth, there is a need to ensure that the school's management and accountability system are working. This study also noted the need for the government to expand infrastructure at schools to address the challenges that out-of-school children face, such as poverty and cultural barriers, and ensure that good collaboration between communities exists to ensure a conducive learning environment. This study is timely in understanding how education access needs to be improved in secondary schools that exist in Laikipia West. The strategies provided will be vital to complement the recommendations for the current study. However, in as much as the study is timely and valuable, the focus of the current research is narrowed down to one aspect, which the study by Lusenaka Matisi (2024) calls for it to address: the resource-based conflict. Without addressing this root cause and providing intervention, the goal of quality education may not be realized.

In a study by Hanon (2022) indicated that education is significantly affected by conflict situations. International organizations have increased the implementation of Education in Emergencies (EiE) interventions to enhance educational access. The impacts of these interventions in armed conflict settings are not well understood. Previous studies on the effectiveness of Education in Emergencies (EiE) interventions have mainly focused on stable low- and middle-income countries. The literature has primarily highlighted the physical barriers to educational access caused by conflicts. This study addressed the gap by exploring the impact of EiE interventions on education access during conflict crises. It will begin by examining the non-physical 'opportunity costs' of conflict that hinder educational access. This study subsequently aimed to illustrate the importance of specific elements within EiE interventions that may hold and address these specific conflict obstacles. A qualitative comparative analysis of two multinational organizations that carry

out EiE programs in Colombia is used to test the argument. The empirical results show how important a range of EiE intervention components are in enhancing educational access in conflict situations, with many of them addressing "opportunity costs." However, this study restricted itself to access to education interventions strategies while the current study sought to establish how resource-based conflicts affect education access in Laikipia County Kenya.

Limo and Muchimuti (2022) Noted that education is recognized as a fundamental human right, as stated by the United Nations in 1948. Many governments, such as that of Kenya, have initiated measures to provide free and mandatory basic education. Additionally, Kenya is committed to various international accords, including the Education for All (EFA) initiative established in Jomtien, Thailand, in 1990, as well as the World Education Forum convened in Dakar, Senegal, in 2000. In alignment with these commitments, the Kenyan government has articulated its educational goals in the Education Sector Strategic Plan and Sessional Paper No. 1 of 2005. At the primary school level, where children spend the most time in their educational journey and develop essential motor and cognitive skills, as well as enhanced socialization compared to early childhood education, many children are still unable to access education due to factors such as poverty, gender disparities, and regional inequalities. Secondary education, which establishes a human capital foundation that surpasses that of primary education while preparing youth for advanced studies and the workforce, faces limitations for numerous children. These restrictions arise from issues such as poverty, gender disparities, and regional insecurity, among other factors. This study thoroughly examines the aforementioned issues, highlighting their occurrences in Kenya. It presents conclusions and offers recommendations aimed at enhancing access to basic

education within the country. The present study aimed to fill methodological gaps by adopting mixed method research design to find out how education access has been affected by resource-based conflicts in Laikipia region

Suleiman & Saleh (2024) assessed the impacts of Banditry Activities on Quality Education in Safana Local Government Area, Katsina State, Nigeria. Criminal organizations have been present in numerous countries, significantly affecting various facets of human life and well-being, especially in developing nations. This research investigated the impact of banditry on primary and secondary education in one of the most severely impacted Local Government Areas (LGAs) in Katsina State, specifically Safana LGA. The data collection methods included conducting six focus group discussions, each consisting of seven participants, which comprised teachers, parents, and staff members from the Local Government Department of Education and Social Development. Additionally, secondary sources were utilized, drawing from documentary records of banditry incidents within the Local Government Area as they pertain to education. Qualitative descriptive analysis was employed. The results indicated that banditry has adversely affected the quality of education in both primary and secondary schools. This impact manifests through the creation of insecurity within educational institutions, a shortage of teachers, an increase in student drop-out rates, and a decline in academic performance. Additionally, incidents of kidnapping involving pupils, students, and teachers, as well as the occupation and closure of school facilities, further exacerbate the situation. This study assessed the impact of education access in primary and secondary schools while the current study restricted the study to secondary schools in Laikipia county Kenya.

2.2.3 Ethnicity and Education Access

At the heart of a resource-based conflict often involves a lot of historical grievances which revolve around unequal access to resources. The colonialism practice and subsequent post-colonial favouritism have often left some communities feeling marginalized and deprived. In places such as Rwanda, land inequality and favouritism towards the Tutsi minority were an underlying factor that engulfed the country into a prolonged genocide.

Wang (2022) conducted a study examining the impact of ethnic identity on the academic performance of Chinese college students, utilizing verifiable data sourced from a university's administrative records. The initiative aimed at advancing ethnic equality and unity endeavours to diminish inequalities among various ethnic groups and encourage cooperative progress. In regard to higher education, it is essential to advance the equity of ethnic education. This research analyses administrative data from undergraduate students enrolled between 2008 and 2015 at a liberal arts university located in southwest China, focusing on the variations, underlying factors, and evolving trends in the academic scores of students from diverse nationalities. The findings indicate that, in comparison to Han students, ethnic minority students have an average GPA that is 0.13 points lower, which corresponds to 0.23 and 0.3 standard deviations of the scores for ethnic minority and Han students, respectively. This disparity is particularly pronounced in the western region, notably in provinces such as Xinjiang, Yunnan, and Hubei, where ethnic minorities reside. Among the various ethnic groups, Kazak and Uygur students exhibit the largest gap in performance relative to Han students. Furthermore, the difference in academic performance is more pronounced among girls than among boys. A deeper examination

reveals that while the ethnic variations in academic performance are progressively widening, the rate of this growth appears to be stabilizing. The current study was conducted in Kenya, a developing nation, whereas this study was conducted in China, a developed nation.

Wangare (2021) focused on understanding a broad set of policies which would be critical in addressing poverty in communities and which may accelerate the rate of ethnicity and subsequently affect the quality of education. The study employed desk study review methodology, which revolved around looking at different studies that researched this problem by selecting keywords such as effects, access, participation and ethnic conflict. The finding noted that ethnic conflicts emerge as a result of the rivalry over scarce and dwindling resources, as well as partiality, prejudice, tribal hostility, historical land inequities, ethnically-driven voting in national elections, exclusionary politics, and unequal allocation of resources among diverse communities. Ethnic conflicts have had adverse impacts on educational activities and initiatives. The researcher emphasized the significance of addressing issues related to resource distribution, marginalization, favouritism, and discrimination in order to improve access of pupils in primary education affected by ethnic conflict. While this study provides a rich background for understanding how ethnicity fuels resource-based conflict and, in turn, affects education access in secondary schools, it possesses methodological gaps and research focus gaps. First, on the methodological gap, the study employed a desk study review methodology, which doesn't apply to the current study as it seeks a mixed research design. These two methods are different in the sense that the current study seeks to employ a qualitative and quantitative research approach with the intention of collecting new primary data. Secondly, the

conceptual gap is seen in the focus of the study, where the latter concentrated on Primary schools while the current research focuses on secondary schools. These two levels of learning possess different objectives, as one narrows teaching and learning in early childhood while the other caters to learners undergoing the developmental stage.

Jerono, Ferej and Kipkoech (2019) conducted a study on Ethnic Conflicts and Secondary School Student Participation in Baringo County, Kenya's Lowland Areas. This study assessed how the violence occurring in the area, specifically in Baringo South, Tiaty, and Baringo North, has influenced students' engagement in secondary education. Participants in this survey included students, school principals, and Board of Management from twenty-two public secondary schools. For this study, a descriptive research methodology was adopted. Questionnaires and structured interviews were used to help collect the data. To analyse data, both descriptive and inferential statistical techniques were employed. The results revealed that cattle rustling serves as the primary catalyst for ethnic tensions. Moreover, the study found that schools experienced increased rates of absenteeism and dropout, attributed to conflicts. In some areas, parents were unable to allow their children to attend school, rendering educational institutions inaccessible. Additionally, students' motivation to attend classes regularly diminished due to prevailing uncertainties. Correlation statistics indicated a significant negative impact of ethnic conflict on student participation in secondary education. This study filled methodological gaps by investigating the effect of ethnicity on education access in Laikipia County, Kenya.

Chavulimu & Mathews (2021) aimed to assess how social and community issues resulting from interethnic conflicts affected the economic development of Muhoroni and Tinderet, Kenya. For a correlational study design, 220 participants were chosen at

random from a total population of 1,051 using a straightforward random sampling technique. The primary instruments for gathering data were questionnaires. Both descriptive and inferential statistical methods, such as regression models, means and standard deviations, frequency counts, and percentages, were used in the analysis of the data that was gathered. The results indicated that social issues exerted a detrimental impact, significantly contributing to economic growth, whereas community issues demonstrated a somewhat lesser significant effect. Additionally, the social and communal difficulties brought on by interethnic disputes had an impact on economic expansion, accounting for 58.1% of the significant variance observed in this area. This study is different from the current study in that it adopted economic growth as a dependent variable while the current study employed education access as a dependent variable.

2.2.4 Agro-Pastoral conflict and its influence on education access

In the Sudano-Sahelian zone, Zampaligré (2016) examined the factors that influence pastoralist and agro pastoralist households' ability to adapt to climate change. This study's primary goals are to: first, evaluate the five major household livelihood capitals that pastoralists and agro pastoralists own or have access to; second, examine how they perceive and adjust to climate change and variability; and third, identify important resources and other elements influencing the adoption and use of adaptation strategies pertaining to crop and livestock production. The Sondré-Est pastoral zone in Burkina Faso's Sudano-Sahelian zone was the site of a household survey. Five hundred heads of households were given structured questionnaires. In order to determine which assets are critical to the adaptive capacity of the households and communities studied, descriptive analyses were employed. Using STATA 14 techniques, multivariate Probit (MVP) was used to determine the main

factors influencing the adaptation strategies and adaptive capacities of pastoralists and agro-pastoralists. Results on household assets assessment indicate that with regard to human capitals, respondents, whose ages range from 35 to 65 years, in majority are illiterate, with average household size of 9 and 11 persons for pastoralists and agro-pastoralists respectively. Ownership of physical assets for transport, communication and farm equipment is fairly good and these assets support respondents' livelihoods activities. Majority of respondents, both pastoralists and agro-pastoralists, have good access to agricultural lands as well as to key pastoral and agro pastoral resources (pastures and water). Social capital, such as membership in farmers' groups and social networks are developed and respondents do rely on them in case of climatic risks as reported during survey and focus-group discussion. This study presents a conceptual gaps in that it studied the effect of agro pastoralism in adoption of climate change while current study aimed to establish the effect of agro pastoralism on education access.

Musyoka (2019) undertook significant research on the dynamics of agro-pastoral conflicts and cooperation in Kenya, specifically focusing on the Orma and Pokomo communities in the Tana Delta from 1992 to 2017. To determine whether the efforts carried out by local communities in the Tana River Delta were successfully aiding in the settlement of disputes between the pastoralists. This study focused on the Garsen Constituency, under the direction of three major goals, the study looked at two primary variables: agro-pastoral conflict and cooperation. These goals were to examine the root causes of the conflict between the two communities, evaluate the effects of agro-conflict on the area, and look into the type of grassroots cooperation taking place. The study is based on the ideas of the subaltern historical perspective, which seeks to give

oppressed and marginalized groups a voice by giving them a forum to share their stories. This approach is crucial for bringing attention to the viewpoints of individuals impacted and illuminating the historical injustices that have sustained animosity between the two communities. A thorough literature review, archival research, and interviews with locals who were informed about the Ormo and Pokomo conflict—including those involved in the Nyumba Kumi initiative—were all used in the study to accomplish this. According to the findings, the community has successfully used the Nyumba Kumi initiative as a critical tool for promoting cooperation in the region. Furthermore, the study indicated that the ongoing conflict has resulted in severe loss of life and numerous injuries among the population.

While this study holds grounds on the causes and the impacts agro-pastoralist conflict has on a community, it still brings some gaps that this research will seek to fill. The current study, while not focusing on the role of community in peace and development, would be vital to understand what the communities are doing to address resourced-based conflict in their area in order to enhance education. Moreover, the geographical gaps present other issues that this study seeks to fill as it will be anchored in a diversified county where more than two communities are in conflict.

In a research study carried out by Maina (2023) regarding the dynamics of pastoral conflicts and their influence on educational management in primary schools. The study established that pastoralist groups have been in conflict over essential resources such as grazing land, water, and territory. These violent clashes have profoundly affected the lives of pastoralists, leading to significant disruptions in the previously established social infrastructure in the region. As a result of the ongoing violence, both teachers and

community members have been compelled to flee these areas, thereby undermining the educational system. Public elementary schools in the Kerio Valley region of the Marakwet East Sub-county of Elgeyo Marakwet County were the sites of a research study. The system theory served as the study's foundation. Using a descriptive survey approach, the study focused on 420 participants, comprising 30 head teachers, 190 instructors, and 200 families. A sample of 205 individuals was selected using random sampling techniques. Surveys and scheduled interviews with head teachers, teachers, and heads of households were conducted in order to collect both qualitative and quantitative data. Descriptive and inferential statistical techniques were used to assess quantitative data, while thematic analysis was applied to qualitative data. The prevalence of pastoral disputes, land tenure policies, economic and socio-political marginalization, and educational management were all found to be strongly positively correlated. In contrast to present study the dependent variable was education access, while the dependent variable in this study was education management. Furthermore, the investigation was carried out in a separate region.

2.2.5 Cattle Rustling and Its Effect on Education Access

Cattle rustling has been a common occurrence in most pastoralist communities, and it involves the forceful acquisition of livestock from one community through violence.

A report prepared by Katana and Nyamongo (2020) looked deeply into the issue of cattle rustling in their study “Influence of Cattle Rustling on School Staffing Levels in Laikipia West Sub-County in Laikipia County, Kenya, the pilfered livestock is occasionally transported by a lorry to a marketplace, where it is then sold to either an abattoir or a butcher. Criminals have been using this strategy of selling stolen cattle since colonial times. The study's core was the peace-building theory, which emphasizes that conflicts arise from

ingrained societal beliefs, identities, and histories. It employed a descriptive research methodology.

A total of 2,790 people participated in the study, including four inspectors from Laikipia West Sub-County, 73 head teachers, 584 teachers, one District Education Officer, and 2,128 standard eight students. Participants were chosen through the use of a straightforward random sampling technique. The study concluded that the act of stealing cattle has a direct effect on the number of staff members employed in schools located in Laikipia County. The survey revealed that teachers were reluctant to allocate to Laikipia due to the elevated degree of insecurity. As a result, instructors were reluctant to accept employment offers in these places due to apprehension about their personal safety. This study, in light of the current study, is timely and very important. It provides a starting ground for the effects of cattle rustling on teachers as agents of education. This sheds light on the impact it has on the overall education access in the region. While the first study focused on primary school students, the current study sought to better understand secondary schools' education access.

Manyok (2017) conducted a study with the goal of examining the changing context of cattle rustling and its effects on the people who live in three communities in Jonglei State, South Sudan: the Dinka, the Murle, and the Nuer. A number of factors were found to be involved in cattle rustling, including changes in leadership structures, political dynamics, poverty, illiteracy, the commercialization of cattle rustling, the character of ethnic conflicts, rising bride prices, the cultural practice of cattle rustling, and migration patterns. As different actors vie for recently found aquifers, violent raids tend to increase during the rainy seasons, according to quantitative findings. Furthermore,

historical data showed that during rainy seasons, these raids not only increase in frequency but also in violence, whereas during drought conditions, their intensity tends to decrease. The objective of this study was to bridge the geographic gap because the prior study was carried out in South Sudan, while the current study was carried out in Laikipia County, Kenya.

Mhule (2023) investigated the role of police defence force in preventing cattle rustling in Bariadi District, Tanzania. A violent practice known as "cattle rustling" involves pastoral communities robbing one another of their livestock. Because it hinders participation in the implementation of development incentives that open doors for people to advance in life, cattle rustling is thought to have a negative impact on community development levels. Using a case study design and a qualitative research methodology informed by structural conflict theory, 100 respondents from the Nyangokolwa ward participated in the study. The findings revealed that most police officers not only recognize the seriousness of cattle rustling but also advocate for substantial actions to be implemented to mitigate the issue. The police have the capacity and capability to contribute to its prevention, and they respond quickly when cattle rustling incidents occur in the Bariadi District. Furthermore, the majority of participants acknowledged that the police and the community collaborated in sharing information about cattle rustling, and that they empowered the community to prevent cattle rustling in the district. The current study differs from this one in that it investigated the role of police in preventing cattle rustling while this research examined the effect of cattle rustling on education access.

Bashir (2021) evaluated how cattle rustling affected these rural communities' safety and economic stability. Securitization theory was used in the study to create a long-term

solution to the issue. Data collection was conducted through qualitative methods, specifically in-depth interviews. The local government area of Chikun was chosen because of its unusually high rate of cattle rustling. Furthermore, six rural communities were specifically selected for the study: Kuriga, Burku, Udawa, Gwagwalada, Kakura, and Kujama. Eight informants were interviewed, including police officers, the state governor's security adviser, local authorities, and herdsmen impacted by the problem. The results showed that because cattle rustling is so common, farmers are reluctant to let people visit their farms, and marketers are avoiding the market. Numerous lives have been lost due to the risks present in the research region. Furthermore, it was found that the implemented preventive measures were ineffective. In contrast to the current study, which utilized a semi-structured questionnaire to gather data from participants, this research used in-depth interviews.

Lokidong'oi, Mbaro, & Manyara (2022) conducted a study on the effects of cattle rustling on the economic sustainability of the Samburu community, Kenya. Explanatory and descriptive survey methodologies were combined in this study. In addition to representatives from two security agencies (a government security agency and private rangers) and one social and youth office, the study population included 427 households in El-Barta Ward. 203 responders made up the sample. Because of El-Barta Ward's small population, a simple random and stratified sampling strategy was applied. Utilizing questionnaires and secondary source analysis, data was gathered using both qualitative and quantitative methodologies. According to the investigation, trade and pastoralism are El-Barta ward's main economic activities. Illiteracy, unemployment, cultural attitudes, the widespread availability of firearms, and political influence are some of the factors that

contribute to the problem of cattle rustling. The consequences of cattle rustling are numerous and detrimental, leading to underdevelopment, labour shortages, increased fatalities, the shutdown of markets and businesses, and damage to infrastructure. The study primarily examined the impact of cattle rustling on economic resilience, whereas the present investigation delved into the impact of cattle rustling on education access.

2.2.6 Proliferation of Small Arms and effects on Education Access

The availability of small arms and light arms (SALW) continues to be a catalyst when it comes to resource-based conflict.

Mbae and Muna (2023) examined the impact of arms proliferation on community co-existence in Marsabit County, Kenya. Social conflict theory, which seeks to offer a thorough grasp of the causes, dynamics, and outcomes of conflicts, served as the foundation for the investigation. Data was gathered using a descriptive survey methodology and semi-structured questionnaires. The results revealed that the proliferation of arms significantly exacerbated conflicts within Marsabit County. The existence of a porous border further escalated the situation, making it easier for illegal firearms to find their way into the country. A good number of participants in this study indicated that it was relatively easier to acquire arms in the region, which indicated a lack of policy control on the problems, further increasing cases of criminal activities. From this study, it is evident that the presence of SAWL indeed affects the co-existence of the community in Marsabit Region. The current study goal was to understand how the availability of SAWL is a barrier to effective education access in Laikipia County, and this study is timely in understanding such impact. However, the existing geographical gap may present an entirely different result. The porous border that is evident in Marsabit County, bordering Ethiopia, doesn't

exist in Laikipia County. While the study majored in the co-existence of communities in this region, the current study is focusing on education access as a major concern and, hence, critical gaps that need to be filled.

In their research, Akama, Okeche, Kandagor, and Ungaya (2023) conducted an assessment of firearms, militarization, and insecurity. Cattle rustling and related raids have presented difficulties for North Rift security forces and rural communities. The study intended to investigate the prevalence of both legal and illicit firearms as well as the general state of insecurity in North Rift regions known for cattle herding. According to the study, which is founded on Albert Bandura's social learning theory, young people will be more inclined to learn more about guns as they become more militarized, which will lead to violent behaviour. North Rift was specifically selected because the government has taken note of the level of instability caused by cattle rustling. Despite the fact that the National Police Reserve (NPR) has helped to reduce the number of cattle raids, the results show that locals are uncomfortable with firearms. In conclusion, communities have become more militarized as a result of youngsters being more heavily influenced by gun culture due to the availability of firearms in the areas. This study target population was the Youths in North rift region while the current study target population will be head of households, head teachers and security officers in Laikipia County, Kenya.

A study conducted by Khaliff (2022) investigated the proliferation of small arms and light weapons and its implications for security in the Hodan District of the Banadir Region, Somalia, from 2006 to 2017. The study had three main goals: first, to determine the sources of illegal small arms in the Hodan District; second, to examine the consequences of the spread of light weapons in the region; and third, to assess the steps taken to stop the

spread of light weapons and small arms. A descriptive research design was used in the study, and a variety of data collection tools were used, such as questionnaires, interview schedules, and observation schedules. To find important informants, the study used a purposive sampling technique. Additionally, the Hodan district region's proliferation of small arms and light weapons was assessed using a random sampling technique. Conflict theory and small arms demand theory were used in the study as analytical frameworks to interpret the data. Findings indicated that the precarious state of Somalia, ongoing clan conflicts, the presence of militia and terrorist groups, porous borders adjacent to the Hodan district, and illegal arms markets both within and outside Somalia are the primary sources of SALW in the area. Insecurity and violations of people's rights have resulted from the situation, which primarily affects women and children. Additionally, the Hodan district's security and sustainable economic development have been negatively impacted by the pervasive availability of SALW. In contrast to the current study, which used a mixed-method research approach, this study used a different research design.

Philip and Ogwu (2020) investigated the effects of the proliferation of small arms and light weapons in North-Central Nigeria. Using a survey research design, the study focused on victims and other stakeholders in a few of the areas internally displaced people (IDP) camps. From a total population of 34,870, a sample of 380 was selected using the Cochran sample size determination method. A five-point Likert scale and mean values were used for data analysis after the respondents completed a standardized questionnaire. To further assess the hypotheses, regression analysis was done. The study established a strong positive relationship between the availability of healthcare services for people living in North-Central Nigeria, economic conditions, and the proliferation of small arms and light

weapons. In light of these findings, the research advocates for the incorporation and robust execution of economic stimulus packages by the government and other essential stakeholders. This study used hypothesis while the current study used research question to analyse the results.

Kuyu, Hadija, and Wokabi (2023) undertook a research study examining the factors that contribute to the spread of small arms and light weapons in Rumbek Central, located in the Republic of South Sudan. The proliferation and misuse of these weapons remain significant challenges for the global security landscape. The ease of access to such arms exacerbates political instability and fosters inter communal conflict, posing threats not only to individuals and property but also to sustainable development efforts. Estimates indicate that, at the time of South Sudan's secession in 2011, there were approximately 3.2 million small firearms in circulation, with around two-thirds believed to be held by civilians. The distribution of these weapons increased during the national crises of 2013 and 2016. A descriptive research design was employed. Data were collected from a total of 96 respondents through guided interviews and focus group discussions, utilizing purposive and simple random sampling techniques for participant selection. The findings revealed that seventy-six percent of adult household members in Rumbek obtained small arms for the purpose of self-defence and the protection of their property. This research focused on factors affecting the proliferation of small arms and light weapons while the current study is in different context in that it focused on the effect of proliferation of small arms and light weapons on secondary education access in Laikipia County, Kenya.

2.3 Summary of Research

Table 2.1: Summary of Research

Author	Variables	Main Findings	Knowledge Gaps	How the current study will fill the gaps
Akama, Okeche, Kandagor & Ungaya, (2023)	<ul style="list-style-type: none"> Guns, Militarization and Insecurity 	<ul style="list-style-type: none"> Although the National Police Reserve (NPR) has helped to reduce the number of cattle raids, locals remain uncomfortable with firearms. 	<ul style="list-style-type: none"> This study sought to understand the availability of firearms, both legal and illicit, and the level of insecurity in North Rift regions that are populated by cattle. 	<ul style="list-style-type: none"> This study target population was the Youths in North rift region while the current study target population will be head of households, head teachers and security officers
Bashir (2021)	<ul style="list-style-type: none"> Cattle rustling and its implications for human and food security. 	<ul style="list-style-type: none"> The results showed that farmers are afraid to travel to the farm and marketers avoid the market due to cattle rustling. Once more, the threat in the study region claimed the lives of numerous people. 	<ul style="list-style-type: none"> The purpose of the study was to investigate how cattle rustling affects rural communities' economic and security circumstances. 	<ul style="list-style-type: none"> Participants' information was gathered for this study using a semi-structured questionnaire.
Chavulimu & Mathews (2021)	<ul style="list-style-type: none"> Social and Community Challenges in Inter-Ethnic Conflicts Affecting 	<ul style="list-style-type: none"> Economic development has been impacted by the social and communal issues brought on by interethnic conflicts. 	<ul style="list-style-type: none"> In contrast to the current study, this one used economic growth as a dependent variable, whereas 	<ul style="list-style-type: none"> The current study employed education access as a dependent variable

	Economic Development.			
Hanon (2022)	<ul style="list-style-type: none"> • Access to education • Conflicts crisis 	There are different strategies in education interventions to access to education in conflict context	The research focused exclusively on strategies for interventions in access to education.	The current study will use a different target population to how resource-based conflicts affect education access
Jerono, Ferej and Kipkoech (2019)	<ul style="list-style-type: none"> • Ethnic Conflicts and Students Participation 	<ul style="list-style-type: none"> • The research revealed that conflicts resulted in increased absenteeism and higher dropout rates among students. • In certain places, parents were unable to permit their children to attend school, hence schools were unavailable. • Students' motivation to go to school every day drastically decreased as a result of the insecurity. 	<ul style="list-style-type: none"> • This study examined the impact of ethnic conflicts on students' attendance at secondary schools. 	<ul style="list-style-type: none"> • The present research addressed methodological deficiencies by examining the influence of ethnicity on access to education.
Katana and Nyamongo (2020)	<ul style="list-style-type: none"> • Cattle rustling • School Staffing 	<ul style="list-style-type: none"> • Teachers resisted being posted in Laikipia 	<ul style="list-style-type: none"> • The variables and focal points of the research gaps. 	<ul style="list-style-type: none"> • The present study will concentrate on secondary education rather than primary education. These two educational levels encounter

				distinct challenges.
Khaliff (2022)	<ul style="list-style-type: none"> The proliferation of light weapons and small arms and how it affects security. 	<ul style="list-style-type: none"> Proliferation of SALW has impacted negatively on the security and has also undermined sustainable economic development of Hodan district. 	<ul style="list-style-type: none"> The study looked into the effects of the spread of light weapons in Somalia's Hodan district as well as the sources of illegal small arms. 	<ul style="list-style-type: none"> This study employed a distinct research design
Kuyu, Hadija and Wokabi (2023)	<ul style="list-style-type: none"> Factors contributing to the widespread distribution of SALW. 	<ul style="list-style-type: none"> The findings indicated that 76% of adults in Rumbek households acquired small arms primarily for the purposes of self-defence and safeguarding their property. 	<ul style="list-style-type: none"> This study aimed to examine the elements contributing to the increase of SALW in Rumbek Central, Republic of South Sudan. 	<ul style="list-style-type: none"> The present research is situated within a distinct context, as it aimed to examine the impact of SALW on access to education.
Limo and Muchimuti (2022)	In equitable access Quality education	Concerns about poverty, gender inequality, and insecurity prevent many youngsters from entering the workforce.	This study did a desktop review on different policies governing education	The present study aimed to address methodological deficiencies by employing a mixed methods research design.
Lokidong'oi, Mbaro, & Manyara (2022)	<ul style="list-style-type: none"> The Impact of Cattle rustling on Economic sustainability. 	<ul style="list-style-type: none"> Trade and pastoralism are the two primary economic activities in El-Barta Ward. Cattle rustling's effects include 	<ul style="list-style-type: none"> Examining the effects of cattle rustling on Community's economic viability 	<ul style="list-style-type: none"> The present research was carried out in an alternative location that shares similar characteristics with Samburu.

		underdevelopment, a reduction in labour supply, a rise in deaths, the closure of marketplaces and companies, and infrastructure damage.	was the goal of this study.	
Lusenaka & Matisi, (2024)	<ul style="list-style-type: none"> • Quality education access • Strategies 	<ul style="list-style-type: none"> • Teachers needed professional development • Second, the curriculum needed technology and innovative learning. 	<ul style="list-style-type: none"> • There exist a research focus gaps; the current study is focusing on an issues affecting education access and not strategies for improving education access. 	<ul style="list-style-type: none"> • The current study will narrow its focus on root causes the research recommended, narrowing down to issues of resource-based conflicts
Maina (2023)	<ul style="list-style-type: none"> • Dynamics of pastoral conflicts • Education management 	<ul style="list-style-type: none"> • The research outcomes demonstrated a notable, favourable connection between the incidence of pastoral disagreements and the handling of educational matters. 	<ul style="list-style-type: none"> • This study's dependent variable was education management 	<ul style="list-style-type: none"> • The current study's dependent variable is on education access
Manyok (2017)	<ul style="list-style-type: none"> • The evolving landscape of cattle rustling and its implications 	<ul style="list-style-type: none"> • Rainy seasons are when violent attacks rise as actors vie for newly found aquifers. 	<ul style="list-style-type: none"> • Southern Sudan was the site of the study. 	<ul style="list-style-type: none"> • This research sought to address the geographical gap, as it was conducted in Laikipia County, Kenya.

	for the local population.			
Mbae & Muna (2023)	<ul style="list-style-type: none"> Arms proliferations Community co-existence 	They're existed lack of policy enforcement on SALW affected community lives in Marsabit	<ul style="list-style-type: none"> Geographic gaps- There exists no international border in Laikipia County 	The current study will be focusing on how these SALW are used to increase resource-based conflict in Laikipia West and in turn affects education access
Mhule (2023)	<ul style="list-style-type: none"> The role of police defence force in preventing cattle rustling 	<ul style="list-style-type: none"> The majority of police officers are not only aware of the gravity of cattle rustling, but also believe that significant measures should be taken to prevent it 	<ul style="list-style-type: none"> The study employed a case study design and a qualitative methodology. 	<ul style="list-style-type: none"> While this research focuses on the effect of cattle rustling on educational access, the current study sets itself apart by investigating the role of law enforcement in preventing cattle rustling.
Musyoka (2019)	<ul style="list-style-type: none"> Agro-pastoral conflict Cooperation 	<ul style="list-style-type: none"> Agro-pastoral conflict results in deaths and loss of livelihood Conflicts has been caused by decades of prejudices among the communities 	<ul style="list-style-type: none"> Geographical gas 	<ul style="list-style-type: none"> The current study will focus on Laikipia County and most importantly, narrow down to diversified ethnic communities
Philip and Ogwu (2020)	<ul style="list-style-type: none"> The expansion of light and small arms. 	<ul style="list-style-type: none"> The proliferation of SALW the economic prosperity of individuals, and the availability of healthcare services 	<ul style="list-style-type: none"> The Consequences of the Spread of SALW in North-Central Nigeria. 	<ul style="list-style-type: none"> This study employed a hypothesis, whereas the present study utilized a

		are all strongly and positively interconnected.		research question.
Suleiman & Saleh (2024)	Banditry Activities on Quality Education	The quality has been adversely affected by the banditry, according to the results of primary and secondary school education	The study assessed the influence of education access in both primary and secondary schools while	Current study restricted the investigation to secondary schools in Laikipia county Kenya
Wang (2022)	<ul style="list-style-type: none"> Ethnic Identity on the Academic Performance 	<ul style="list-style-type: none"> The findings show that ethnic minority students' average GPA is 0.13 points lower than Han students. This translates into points 0.23 and points 0.3 standard deviations for ethnic minority and Han student scores, respectively. Additionally, ethnic minority students' overall scores are 7.3 points lower and their scores in the fourth grade are points lower by 0.28 standard deviations. 	<ul style="list-style-type: none"> Geographical and contextual gaps 	<ul style="list-style-type: none"> Conducted in a developing country.
Wangare (2021)	<ul style="list-style-type: none"> Ethnicity conflict Access and participation 	<ul style="list-style-type: none"> Ethnic conflicts arise from disputes over scarce and dwindling resources, partiality, prejudice, tribal hostility, historical land inequities, ethnically- 	<ul style="list-style-type: none"> Methodological and Research focus gap 	<ul style="list-style-type: none"> The current study will focus on mixed research method and the focus will be on resource-based conflicts

		driven voting in national elections, exclusionary politics, and unequal resource distribution among diverse communities.		
Zampaligré (2016)	<ul style="list-style-type: none"> • Households engaged in pastoralism and agro-pastoralism. • Adjustment to climate change. 	<ul style="list-style-type: none"> • Results on household assets assessment indicate that with regard to human capitals, respondents, whose ages range from 35 to 65 years, in majority are illiterate, with average household size of 9 and 11 persons for pastoralists and agro-pastoralists respectively 	<ul style="list-style-type: none"> • This study presents a conceptual gaps in that it studied the effect of agro pastoralism in adoption of climate change 	<ul style="list-style-type: none"> • This study sought to ascertain how agro-pastoralism affected educational access.

2.4 Theoretical Review

The theories upon which this study was founded were; Social Identity Theory, Conflict Theory, and Rational Choice Theory attending to the objectives that have been developed in this study.

2.4.1 Social Identity Theory (SIT)

This theory was developed in the 1970s by British psychologists Henri Tajfel and John Turner. It argues that people derive their sense of identity and self-esteem from being a member of a social or ethnic group. It is in these group memberships that a sense of identity is established through the processes of social categorization, social comparison, and social identification. According to this theory, social behaviour is founded on the character and motivation of a person as an individual and also as the group to which they belong. It is this need for belonging that makes people inclined to maintain positive images in the groups to which they belong. However, the proponent argues that the inclination may sometimes result in focusing on less favourable characteristics of out-groups or disregarding the positive characteristics that exist in out-groups. This tendency to favour the in-groups often leads to favouritism when it comes to the distribution of resources and discrimination (Harwood, 2020)

The theory was critical in understanding why ethnicity fuels resource-based conflicts and how this affects education access. It is true that the theory of in-group favouritism and out-group prejudice is crucial to comprehending how resources are distributed in Laikipia West, particularly with regard to educational advancement. Besides, the theory contends that social categorizations exist, and in Laikipia West, multiple ethnic groups such as

Kikuyu, Samburu, Pokot, Maasai, and other communities exist. This categorization can lead to the notion of us versus them, further fuelling ethnicity.

2.4.2 Conflict Theory

Conflict theory is a theory that was developed by Karl Marx and the theory has been supported by Max Webb, Ida B Wells and sociologist C. Wright Mills. These scholars laid the foundation for comprehending the social conflicts and power struggles that are present in society. The theory takes a sociological perspective and argues that a society is made of different people with different and competing interests. These people are often defined by the way they access and control resources. Through the competition of these limited resources, social conflict is common. Therefore, the theory contends that society cannot be harmonious and continuous struggles and conflicts are evident. The competition for privileges, resources, and opportunities are some of the inherent features of social structures (Ferrare & Phillippo, 2021).

This theory is critical in understanding why there exists a conflict between farmers and pastoralists, the existence of cattle rustling culture in the region, and the way they shape education access in Laikipia County. The key focus would be on understanding the social, economic, and political factors that contribute to agro-pastoralism and cattle rustling. Laikipia is known as a cosmopolitan county that is blessed with a variety of economic activities. These resources are the key issues that create conflicts, especially between the pastoralist community and the agricultural and tourist communities. The presence of landowners or conservationists having more political influence can cause marginalized people to view the power differences as a case of side-lining and, hence, subsequent conflicts on the available resources for their animals. Besides, the theory will help

understand the economic disparities and competition that exist for grazing land and water resources.

2.4.3 Rational Choice Theory

This theory was developed in the 18th century and can be traced to Ronald Clarke and Derek Cornish. This theory notes that for a person to engage in an activity, they perform a cost-benefit analysis to understand if the option is okay for them. It also points out that people act rationally and, hence, make decisions that serve their interests. In doing so, such individuals tend to have preferences and often face challenges that affect their choices. When it comes to the matter of committing a crime, this theory points out that a person is affected by four choices. First is whether they need or need not conduct the crime. Second, whether or not to pick a particular target. Third, the frequency of the action, and lastly, the individual contends on whether or not they need to desist from the crime (Vlaev, 2018).

This theory is indeed important in explaining the key variables of the availability of small arms and also persistence of cattle rustling. Individuals may engage in trade and even attainment of SALW because they see a perceived benefit from it, whether protection or even power. Moreover, in a region that experiences conflict, trade may provide good economic incentives. It is also evident from the theory that individuals may use SALW to exert control over territories when it comes to limited available resources. In Laikipia west, game parks, farms, and pastoral land exist. These resources may become a good incentive for individuals to obtain SALW. This is similar to the case of cattle rustling, where individuals view the activity as a tool to gain economically and hence outweigh the risk of engaging in it.

2.5 Conceptual Framework

The study aimed at the research topic Resource-based Conflict and the Education Access in Secondary School in Laikipia County. The diagram presented below illustrates the interconnection between the primary concepts of independent and dependent variables that inform the research. As seen from the figure below, resource-based conflict influences education through the following factors; ethnicity, agro-pastoral tension, cattle rustling and proliferation of small arms

Independent Variable

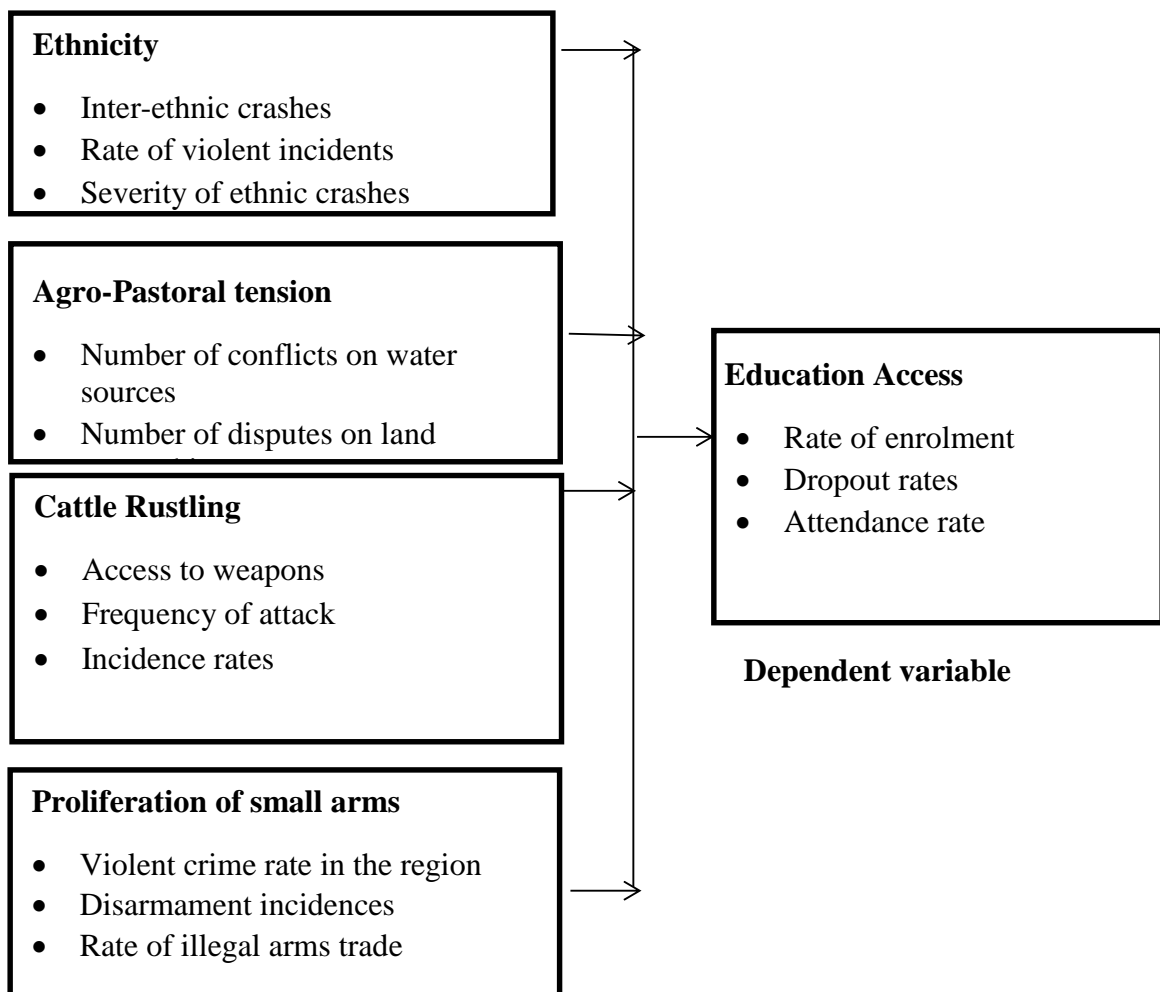


Figure 2.1: Conceptual Framework

(Source: Author, 2024)

CHAPTER THREE: METHODOLOGY

3.1. Introduction

This section outlined several key aspects, including the research design, the variables involved, the location of the research, and the target population under investigation. The chapter has also discussed the sampling techniques that was used for the target population. The chapter also expounds on the instruments that were used in the research, the validity and reliability of those instruments has also been elaborated. The chapter also focuses on the pilot study and where it was undertaken, the data collection, analysis, management and ethical consideration for the study.

3.2 Research Design

The research methodology employed was a mixed-methods design, integrating both qualitative and quantitative data. The choice for the design is critical in understanding the context and nuance of the resource-based conflict in qualitative manner, while at the same time be useful in measuring the extent and relationship that exist between variables quantitatively.

3.3. Variables/Categories of Analysis

The study encompasses both independent and dependent variables. The independent variables are as follows; ethnicity as an aspect that accelerates resources-based conflicts. The second variable is agro-pastoral tensions as issues that arises from scarcity of resources in Laikipia West, and also, a historical conflict that have emerged from land injustices. The third variable is cattle rustling, a criminal activity and also cultural practice in some of the communities in Laikipia West. The last variable is proliferation of small arms which acts

as catalyst for resource-based conflict in the region. Education access is the dependent variable and it's being influenced by the four independent variables.

3.4 Site of the Study

The study took place in Laikipia West within Laikipia County, Kenya. According to Laikipia County Statistical Abstract (2022), Laikipia West Constituency has an area of Sq. Km at 2585.0. The study site was chosen due to its cosmopolitan nature and the varying economic activities, such as tourism, agriculture and irrigation, and pastoralism. Besides, in light of research variables, the sights offer a good ground for understanding them. The Laikipia West Constituency is home to multiple communities that may cause ethnicity incidences. Besides, the county borders Baringo to the South and Samburu to the North, where cattle rustling and firearms conflict are also evident. Moreover, being a constituency at the Centre of the conflict region. The area contains sufficient conditions for agro-pastoral conflicts to arise as pastoralists move from Samburu to the lower region.

3.5 Target population

According to Martinez-Mesa (2016) a target population refers to a complete collective of subjects that possess qualities relevant to the researcher's interests. The target population for this research includes; secondary school heads, security personnel, teacher's union, and household's heads in Laikipia West. There are 23 public secondary schools in Laikipia West, which will represent 23 school heads. The county has 2 divisions, 9 locations and 16 sub locations according to County Statistical Abstract (2023). In order to get local information on resources-based conflict, this study will utilize the chiefs under each location in the constituency. The number of households in this constituency is 23, 713. For each household, the head will be responsible for answering the interview questions.

3.6 Sampling Techniques and Sample Size

Since the target population isn't homogenous, this research employed a stratified random sampling technique where different subgroups were categorized into strata. Stratified random sampling, as described by Ayiro (2012), this allowed the researcher to obtain a sample population that truly represents the overall population being studied. The strata chosen involved the following demographic of the population: secondary school's heads, households, teacher's union representative and security personnel. For the sample size, the study utilized a census for area for the teacher's union, security personnel and secondary school heads since the population is within a manageable size. As for the households, the study utilized Yamane Taro's Formula:

$$n = \frac{N}{1 + N(e)^2}$$

Where;

- n- The sample size
- N- The population of the study
- 1-the constant
- e- is the precision error which is assumed at 0.07

Therefore, the distribution of the household sample size was as follows

$$n = \frac{23713}{1 + 23713(0.07)^2}$$

$$=202$$

Table 3.1 sample size

Strata	Target Population	Sample Size
Households	23713	202
Teachers Union	2	2
Secondary School Heads	23	23
Security Personnel	9	9
Total Sample Size		236

3.7 Research Instruments

The researcher employed semi-structured questionnaires that incorporated both closed and open-ended questions to gather qualitative data, as well as Likert scale questions to collect quantitative data. Mugenda and Mugenda (2003) noted that questionnaires offer comprehensive answers to a complex problem being studied. Moreover, the preference for this research instrument allowed the researcher to gather in-depth information from the target population. The semi-structured questionnaires were administered to the secondary school heads, teacher's union representatives and security personnel. Additionally, the researcher complemented the questionnaires using interviews guides to the household heads due to varying level of education among the community. The house head were interviewed

3.8 Validity

Validity examines the degree to which a tool can produce precise outcomes and whether the instruments employed are effective in measuring their intended targets. Mugenda and

Mugenda (2003) argue that the utilization of a subject matter expert is a critical method of assessing the content validity of the research tool. In order to ensure the validity, the questionnaires prepared was presented to the supervisor for review and corrections as this was an effective way. The feedback was critical for the purpose of modifying the questionnaires. This led to increased data content validity.

3.9 Reliability

Reliability refers to the degree to which measurement instruments provide consistent results across different time periods or various administrations. Mohajan (2017) argues that errors often occur as a result of the subjectivity of a researcher, and hence, to reduce the error from occurring, one can consider a test-retest method to pilot the instrument of research. The researcher, therefore, engaged in test-retest methods in order to confirm the consistency of the instrument, especially in the replies offered and the precision of the research instruments. The researcher offered the same questionnaires to groups of participants at two separate times and at a significant time interval of 1 week. The researcher calculated the correlation coefficient between the responses given in the first and second administrations. A higher correlation showcased good test-retest reliability, and a lower correlation indicated poor reliability of the research instruments

3.10. Pilot Study

The research employed a pilot study to assess the feasibility of conducting the primary study. To prevent any impact on the sample size, the researcher carried out the pilot study in the adjacent Baringo County. This ensured that the manageable sample size of teachers, and security personnel is not affected in the pilot study. The researcher utilized stratified

random sampling for the pilot study and used 10% of the total sample size as recommended by Mugenda and Mugenda (2003) on the pre-test sample.

3.11 Data Collection Procedure

The researcher, having secured approval from the relevant authorities, proceeded to obtain informed consent from the participants. They complied with ethical standards and ensured that the privacy and confidentiality of the participants were maintained. Semi-structured questionnaires were used to collect feedback from secondary school heads, area educational officers and security personnel. The researcher employed Likert scale questions and open-ended questionnaires and interviews to each respective target. The respective questionnaire and interview questions has been attached in Appendixes named Appendix A and B.

3.12 Data Analysis

The study was defined as descriptive, prompting the researcher to collect both qualitative and quantitative information. The study employed SPSS (Statistical Package for Social Science) to handle quantitative data which was descriptive statistics and inferential statistics. Descriptive statistic was utilized to summarize the key characteristics of the data. Additionally, inferential statistics was analysed using a regression model to draw meaningful inferences and relationships between the key variables in the research questions. It will utilize multiple regression using the following formula.

$$Y = b_0 + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + e$$

Where:

Y = dependent variable – Education Access

X_1, X_2, X_3, X_4 are the independent variables (Ethnicity, agro-pastoral tension, cattle rustling and proliferation of small arms respectively)

b_0 is the intercept

b_1, b_2, b_3, b_4 are the coefficients of the respective independent variables

e is the error term

Data obtained was presented in tables. On the qualitative component of the research data, thematic analysis was utilized in order to discern and analyse the patterns, themes, and underlying meanings.

3.13 Data Management and Ethical Considerations

The researcher requested authorization from the Graduate School of Kenyatta University. Furthermore, the researcher secured a permit from the National Commission for Science, Technology, and Innovation (NACOSTI). Permission was obtained from other relevant authorities, such as the county director of education and county commissioner of Laikipia County. Before engaging in data collection, the researcher offered full disclosure to the participants of the research on any information about the research undertaken. Data collected in the field was only accessible by authorized persons in order to uphold the integrity and also the privacy of the respondents. Data handling greatly upheld the elements of confidentiality, informed consent, and anonymity.

CHAPTER FOUR: RESULTS AND DISCUSSIONS

4.1 Introduction

In this section, the researcher provides an analysis and interpretation of the obtained results. The research focused on resource-based conflicts affecting access to education in secondary schools within Laikipia County, Kenya. The chapter is divided into two sections; the first section outlines general and demographic findings that clarify the overall characteristics of the participants. The second part presents findings of the study as per the objectives and research questions of the study.

4.2 Response Rate

The Research Return Rate, a critical aspect of the study, gauged the responsiveness and engagement of the target population Mugenda and Mugenda (2003). The study's participants were given a total of 34 questionnaires of which were completed and returned and 202 participants were interviewed. Table 4.1 depicted the numerical finding on response rate.

Table 4:1: Response Rate

Category	Description	Frequency	Percentage (%)
Questionnaires	No. of completed questionnaires	34	100
	No. of uncompleted questionnaires	0	0
	Total	34	100.0
Interview	Number of interviews completed	180	89.1
	Number of interviews uncompleted	22	10.9
	Total	202	100.0

Source: Research Data (2024)

This study is based on a sample size of 236 participants. A semi-structured research questionnaire was distributed to 34 respondents which comprised of the school heads, teacher union representatives and security officials the researcher realized 100 percent response. An interview schedule was used to gather data from 202 participants, out of which 180 heads of household were interviewed, yielding an 89 percent response rate. Finchman (2008) asserts that 60 % and above response rate should be every researcher’s target. A 90% return rate was achieved between the 236 targeted respondents, of whom 214 successfully completed the questionnaire or were interviewed. In order to achieve the intended result, the actual response rate thus satisfies the analysis threshold.

4.3 Demographic Description

This section aimed to determine respondents' gender, age, job title, years of experience, and educational background. The outcomes will make it easier to classify employees for further analysis.

4.3.1 Gender of Respondents

The participants were categorized by gender into two groups: male and female, as illustrated in table 4.2.

Table 4.2: Gender of Respondents

Gender	Frequency	Percentage
Male	116	54.2%
Female	98	45.8 %
Total	214	100.0%

Source: Research Data (2024)

Table 4.2 showed, 116 (54.2%) of the participants were male and 98 (45.8%) were female. The findings clearly show that Resource-based Conflict on Education Access was largely dominated by male.

4.3.2 Age of Respondents

As a matter of fact, age distribution of participants was crucial factor to the study as it not only defines individuals understanding but also predicts how they respond to circumstances and issues (Bass, 2015). Table 4.3 presented the findings on respondent's age.

Table 4.3: Age of Respondents

Age	Frequency (N=214)	Percentage (%)
20-29 years	30	14.0 %
30-39 years	49	22.9 %
40-49 years	65	30.4 %
50-59 years	42	19.6 %
60 and above years	27	12.6 %
Total	214	100.0%

Source: Research Data (2024)

Table 4.3 revealed that the majority of responders were between the ages of 40 and 49 years, 65 (30.4%) followed by respondents aged 30-39 years which formed 49 (22.9%). The group aged 20-29 years formed 30 (14.0%) while the group aged under 20 years contributed to 13(13.1%). A minority of the participants were aged 60 and above years 27(12.6%). This clearly indicates that most respondents dominate age group between 40 and 49 years

4.3.3 Education Level of Respondents

The highest level of education acquired by questionnaire respondents was noted in the following categories: university degree, diploma, college certificate, secondary education, primary education, or never attended school. The findings are displayed in table 4.4.

Table 4:4: Education of the Respondents

Education	Frequency	Percentage (%)
University degree	18	8.4
Diploma	29	13.6
College certificate	33	15.4
Secondary education	55	25.7
Primary education	71	33.2
Never gone to school	9	4.2
Total	214	100.0

Source: Research Data (2024)

Table 4.10 shows the distribution of the highest educational level of respondents as follows: University degree as 18(8.4%), diploma as 29 (13.6%), college certificate as 33 (15.4%) and secondary education as 55 (25.7%). 71(33.2%) and 9 (4.2%) of the respondents for questionnaire and interview had obtained university degree and diplomas as highest level of education respectively. While education was important to respondents in understanding and answering the research tools, this study found that 95% of the respondents were literate enough to respond on issues of resource-based conflict on access to education in Laikipia County.

4.3.4 Number of Years stationed at Laikipia County

The number of years stationed in Laikipia west were captured in the categories of less than 1years, 1-5years, 6-10years, 11-15years and over 15years. Table 4.5 gives summary of the outcome.

Table 4:5: Number of Years stationed at Laikipia County

Experience (years)	Frequency	Percentage (%)
Less than 1 year	0	0.0
1-5 years	16	7.5
6-10 years	34	15.9
11-15 years	112	52.3
Over 15 years	52	24.3
Total	214	100.0

Source: Research Data (2024)

The respondents' distribution by number of years stationed in Laikipia West is displayed in Table 4.5. It was distributed as follows: less than 1 year were 0 representing 0%, 1-5years were 16 representing 7.5% 6-10 years were 34 representing 15.9%, 11-15 years were 112 representing 52.3% and over 15 years were 52 representing 24.3%. The results indicated that most of the respondents were had lived in Laikipia county for more than ten years therefore they were conversant with resource-based conflicts witnessed in the county and could explain their impact on education access.

4.4 Descriptive Analysis

The researcher asked people living in Laikipia County, Kenya, to use a 5-point Likert scale to answer questions about resource-based conflicts affecting access to education. The

replies ranged from Strongly Disagree (SD) [1] to Strongly Agree (SA) [5]. The replies' weighted average and standard deviations were used for the study. A weighted average between 3.50 and 5.00 suggests agreement with a statement, whereas a range between 1.00 and 2.49 shows disagreement. In particular, the weighted average of 1.50–2.49 indicates neutrality, 3.50–4.49 indicates agreement, 4.50–5.00 indicates strong agreement, 1.50–2.49 indicates strongly disagree, and 1.50–2.49 indicates disagree. (Joshi, Kale, Chandel, & Pal 2015). Qualitative data was analysed and reported in themes and patterns that occurred across data set and presented in line with quantitative data.

4.4.1 Education Access

The study's dependent variable, education access in secondary schools in Laikipia County, Kenya, was evaluated by employing a questionnaire to gather and examine opinions from diverse staff members on a range of themes, aspects, and indicators. As a result, a range of responses from the respondents about their access to education were displayed on Table 4.6.

Table 4.6: Responses on Education Access

Statements	1	2	3	4	5	Mean	Std.					
The current rate of student's enrolment in the secondary schools in Laikipia West is encouraging?	13	38.2%	15	44.1%	2	5.9%	3	8.8%	1	2.9%	2.000	0.724
Dropout rates have been as a result of increased security concern in the region.	0	0.0%	4	11.8%	2	5.9%	10	29.4%	18	52.9%	4.235	0.706
Despite the challenges of conflict in the region, secondary school attendance rates continue to be stable?	12	35.3%	9	26.5%	5	14.7%	6	17.6%	4	11.8%	2.618	0.769
The quality of infrastructures has encouraged students to attend schools more often?	6	14.7%	7	20.6%	3	8.8%	8	23.5%	10	29.4%	3.265	0.744

Source: Research Data (2024)

The descriptive results of the replies on secondary school education access in Laikipia County, Kenya, are displayed in Table 4.6. The first item stated that the current rate of student's enrolment in the secondary schools in Laikipia West is encouraging were as follows; 13 (38.9%), 15 (44.1%) 2(5.9%) 3(8.8%) and 1 (2.9%) respondents strongly disagreed, disagreed, were neutral, agreed and strongly agreed respectively. This statement had a mean and standard deviation 2.000 and 0.72 respectively. While the mean of 2.000 indicated that respondents disagreed that the current rate of enrolment in secondary school was encouraging, the standard deviation of 0.72 suggested that most respondents` opinion had low variation about the mean. The respondents` opinion to the second item which stated that Dropout rates have been as a result of increased security concern in the region was responded as follows: 0(0.0%), 4(11.8%), 2(5.9%), 10(29.4%) and 18(52.9%) implying strongly disagreement, disagreement, neutrality, agreement and strong agreement that dropout rates have been as a result of increased security in the region respectively. The mean score and standard deviation for this statement were 4.235 and 0.74 respectively. This implies that more than three quarters of the respondents agreed that the dropout rate at secondary school is as a result of increased security in Laikipia County.

The third item stated that Despite the challenges of conflict in the region, secondary school attendance rates continue to be stable was answered as follows: 12(35.3%), 9(26.5%), 5(14.7%), 6(17.6%) and 4(11.8%) indicating that respondents strongly disagreed, disagreed, were neutral, agreed and strongly agreed that despite the challenges of conflict in the region, secondary school attendance rates continue to be stable respectively. The mean score was 2.618 which suggested that more than half of the respondents disagreed with the statement. This indicates that the conflicts in Laikipia County have destabilized

the secondary school attendance rates. The fourth statement focused on the quality of infrastructures have encouraged students to attend schools more often, it was responded as follows: 6(14.7%), 7(20.6%), 3(8.8%), 8(23.5%) and 10(29.4%) respondents strongly disagreed, disagreed, were neutral, agreed and strongly agree to the statement that despite the challenges of conflict in the region, secondary school attendance rates continue to be stable respectively. The mean score and standard deviation for this statement were 3.265 and 0.74 respectively. This shows that more than half of the respondents were neutral indicating that despite of the improvement in infrastructure Laikipia County the secondary school attendance rate is still low.

The qualitative findings from the households' head collected using an interview guide agreed with the quantitative results. For example, when asked to explain how access to education in secondary schools in Laikipia County have been affected by resource-based conflicts most of them had this to say:

There is low translation late of pupils from primary to secondary school some of the reasons attributed to this they mentioned ethnicity conflicts which give rise to conflicts among the communities that leads to some of the people to migrate to other places where they think there is peace, this migration of time to time makes student loose interest in school because most of the time they are out of school. The high rate of insecurity have led to high dropout rate among secondary schools students in Laikipia County this is also attributed to increasing from time to time of conflicts which are evidence among the communities .the highest number of elders disagreed that secondary school attendance has been stable despite the development in infrastructure which include building of school facilities such as

classrooms, laboratories, washrooms and others the rate of students attendance in this schools have not improved

Lusenaka & Matisi's (2024) study findings were in line with the study's quantitative and qualitative findings. They observed that Secondary education continued to lag behind, with a staggering 53%, against 85%, in primary education. This study also noted the need for the government to expand infrastructure at schools to address the challenges that out-of-school children face, such as poverty and cultural barriers, and ensure that good collaboration between communities exists to ensure a conducive learning environment.

4.4.2 Ethnicity on Education access

The first objective was to ascertain how ethnicity affected secondary school students' access to education in Laikipia County, Kenya. To achieve this objective, the researcher administered questionnaires to teachers' union, secondary school's heads and security personnel. In addition, the researcher interviewed household heads Table 4.7 summarizes the findings from educational officers, head of school and security officers.

Table 4.7: Responses on ethnicity on education access

Statements	1	2	3	4	5	Mean	Std.					
Inter –ethnic clashes in Laikipia West have indeed impacted on students’ ability to access education	2	5.9%	1	2.9%	3	8.8%	11	32.4%	15	44.1%	3.882	0.724
The rate of violence due to ethnic tensions have indeed affects the rate of school attendance in the region	5	14.7%	2	5.9%	5	14.7%	9	26.5%	13	38.2%	3.676	0.706
The severity of ethnic crashes in Laikipia West has resulted in some instances of school closure.	1	2.9%	5	14.7%	3	8.8%	16	47.1%	9	26.5%	3.794	0.769
Increased cases of violence among the community may have resulted in disturbance of school attendance	4	11.8%	2	5.9%	1	2.9%	15	44.1%	12	35.3%	3.853	0.744

Source: Research Data (2024)

Descriptive results on table 4.7 displays the replies regarding ethnicity and secondary school educational access in Laikipia County, Kenya. The first item stated that Inter –ethnic clashes in Laikipia West have indeed impacted on students’ ability to access education were as follows; 2 (5.9%), 1 (2.9%) 3(8.8%) 11(32.4%) and 15 (44.1%) respondents strongly disagreed, disagreed, were neutral, agreed and strongly agreed respectively. This statement had a mean and standard deviation 3.882 and 0.72 respectively. The mean of 3.882 indicated that almost three quarter of the respondents agreed that inter-ethnic clashes have impacted on student’s ability to access education in Laikipia County. The respondents` opinion to the second item which stated that the rate of violence due to ethnic tensions have indeed affected the rate of school attendance in the region was responded as follows: 5(14.7%), 2(5.9%), 5(14.7%), 9(26.5%) and 13(38.2%) implying strongly disagreement, disagreement, neutrality, agreement and strong agreement that dropout rates have been as a result of increased security in the region respectively. The mean score and standard deviation for this statement were 3.676 and 0.74 respectively. This implies that the rate of violence due to ethnic tensions have indeed affected the rate of school attendance in Laikipia County.

The third item stated that the severity of ethnic crashes in Laikipia West has resulted in some instances of school closure was answered as follows: 1(2.9%), 5(14.7%), 3(8.8%), 16(47.1%) and 9(26.5%) indicating that respondents strongly disagreed, disagreed, were neutral, agreed and strongly agreed that severity of ethnic crashes resulted in some instances of school closure respectively. The mean score of 3.794 is a strong indication that respondents agreed that severity of ethnic crashes in Laikipia West has resulted in school closure. The fourth statement focused on increased cases of violence among the community

may have resulted in disturbance of school attendance it was responded as follows: 4(11.8%), 2(5.9%), 1(2.9%), 15(44.1%) and 12(35.3%) respondents strongly disagreed, disagreed, were neutral, agreed and strongly agree to the statement that despite the challenges of conflict in the region, secondary school attendance rates continue to be stable respectively. The mean score and standard deviation for this statement were 3.853 and 0.74 respectively. This suggested that increased cases of violence among the community resulted to disturbance of school attendance.

The qualitative findings from the household's head collected using an interview guide agreed with the quantitative results. For example, when asked to explain how access to education in secondary schools in Laikipia County have been affected by resource-based conflicts most of them had this to say:

Students' access to school has been adversely affected by interethnic conflicts in Laikipia County because pastoralist populations feel excluded and denigrated by the agricultural communities. Inevitably, this leads to interethnic disputes. Some students take care of their parents who are injured during ethnic conflicts, using school time to care for their ailing parents. However, some parents are unable to make ends meet after these conflicts, so they are unable to pay for their children's education. As a result, some students choose to drop out of school and seek out paying jobs to support their families. The household heads reported that in some areas the intensity of ethnic clashes have resulted to closure of secondary schools completely because in some instances the schools are burnt or become the hiding area of all the communities in fear of attack therefore stay as a group in the nearby schools so that in case of attacks, they will put effort together and protect

themselves from attacks, therefore this leads to disturbance of school attendance. When house heads were asked whether increased cases of violence among the community may have resulted in disturbance of school attendance the respondents indicated that some secondary school students became hostile to other students in the same school or nearby schools as a result this conflict often led to disruptions and hostility in the community. This resulted in community members finding no meaningful value in their livelihoods. Also, to note Laikipia County has been experiencing perennial conflicts that have been worsening over time. The conflicts have often led to the disruption of social and economic activities and people migrating from their residential areas in search of safer places to settle in. Additionally, during the inter-ethnic conflicts, the poor and economically marginalized form a pool of recruits for rebel movements, the young men in secondary school are the main groups in this movements and therefore this is one reason why we experience high rates of dropouts in secondary schools in Laikipia County

The study's quantitative and qualitative results aligned with the literature reviewed by Wangare (2021), who investigated the impact of ethnic conflict on children's access and participation in primary education and contended that ethnic conflicts frequently present numerous difficulties for students. The study focused on understanding a broad set of policies which would be critical in addressing poverty in communities, which may accelerate the rate of ethnicity and subsequently affect the quality of education. The finding noted that ethnic conflicts emerge as a result of the rivalry over scarce and dwindling resources, as well as partiality, prejudice, tribal hostility, historical land inequities,

ethnically-driven voting in national elections, exclusionary politics, and unequal allocation of resources among diverse communities. Ethnic conflicts have had adverse impacts on educational activities and initiatives. In addition, schools have been compelled to shut down, resulting in elevated rates of non-attendance and low enrolment and attendance rates.

The findings from this study are supported by social identity theory which states that social behaviour is founded on the character and motivation of a person as an individual and also as the group to which they belong. It is this need for belonging that makes people inclined to maintain positive images in the groups to which they belong. However, the proponent argues that the inclination may sometimes result in focusing on less favourable characteristics of out-groups or disregarding the positive characteristics that exist in out-groups. This tendency to favour the in-groups often leads to favouritism when it comes to the distribution of resources and discrimination (Harwood, 2020)

4.4.3 Agro-pastoral tension on Education access

The second objective investigated the impact of agro-pastoral tension on education access in secondary school in Laikipia County, Kenya. The researcher administered a questionnaire to teacher's union, secondary schools' heads and security personnel in order to achieve this objective. In addition, the researcher interviewed household heads Table 4.8 summarizes the findings from educational officers, head of school and security officers.

Table 4.8: Responses on Agro-pastoral tension on Education access

Statements	1	2	3	4	5	Mean	Std.					
Do you agree that frequent land invasions by pastoralists and farmers have disrupted educational activities in Laikipia West?	2	5.9%	4	11.8%	3	8.8%	11	32.4%	14	41.2%	3.618	0.724
Do land disputes in this region have contributed to higher drop-out rate in secondary schools?	4	11.8%	3	8.8%	2	5.9%	8	23.5%	17	50.0%	3.912	0.706
Conflict on water sources have affected parent's capability to offer their students resources they needs to school?	3	8.8%	3	8.8%	5	14.7%	11	32.4%	12	35.3%	3.764	0.769
There have been an increased farms invasion that have affected learners' capability to concentrate on classroom activities?	4	11.8%	7	20.6%	2	5.9%	8	23.5%	13	38.2%	3.559	0.744

Source: Research Data (2024)

Table 4.8 demonstrates the descriptive findings of the responses on agro-pastoral tension on education access in secondary school in Laikipia County, Kenya. The first item stated that do you agree that frequent land invasions by pastoralists and farmers have disrupted educational activities in Laikipia West were as follows; 2 (5.9%), 4 (11.8%) 3(8.8%) 11(32.4%) and 14 (41.2%) respondents strongly disagreed, disagreed, were neutral, agreed and strongly agreed respectively. This statement had a mean and standard deviation 3.618 and 0.72 respectively. While the mean of 3.618 indicated agreement that frequent land invasions by pastoralists and farmers have disrupted educational activities in Laikipia County. The respondents` opinion to the second item on do land disputes in this region have contributed to higher drop-out rate in secondary schools was responded as follows: 4(11.8%), 3(8.8%), 2(5.9%), 8 (23.5%) and 17(50.0%) implying strongly disagreement, disagreement, neutrality, agreement and strong agreement that land disputes in this region have contributed to higher dropout rate in secondary schools in Laikipia County respectively. The mean score and standard deviation for this statement were 3.912 and 0.74 respectively. This is a strong indication that land disputes in Laikipia County have contributed to higher drop-out rate in secondary schools.

The third item stated that Conflict on water sources have affected parent`s capability to offer their students resources they needs to school was answered as follows: 3(8.8%), 3(8.8%), 5(14.7%), 11(32.4%) and 12(35.3%) indicating that respondents strongly disagreed, disagreed, were neutral, agreed and strongly agreed that conflict on water sources have affected parents` capability to offer their students resources they need to school respectively. The mean score of 3.764 suggested that respondents were positive as they strongly agreed that conflict on water sources have affected parent`s capability to offer

their students resources, they need to school. The fourth statement focused on the increased farms invasion that have affected learners' capability to concentrate on classroom activities it was responded as follows: 4(11.8%), 7(20.6%), 2(5.9%), 8(23.5%) and 13(38.2%) respondents strongly disagreed, disagreed, were neutral, agreed and strongly agreed to the statement that increased farms invasion have affected learners' capability to concentrate on classroom activities respectively. The mean score and standard deviation for this statement were 3.559 and 0.74 respectively. This implied that increased farms invasion has affected learners' capability to concentrate on classroom activities.

The qualitative findings from the household's head collected using an interview guide agreed with the quantitative results. For example, when asked to explain how agro-pastoral tension on education access in secondary school in Laikipia County, Kenya. Most of them had this to say:

The head of households indicated that there are frequent land invasions by pastoralists and farmers that leads to conflicts and fights among the surrounding communities this has affected secondary schools' activities in Laikipia County because residences migrate to safer areas which might be very far from any secondary school and in these cases the student stay away from school since they cannot commute every day to school. The majority of respondents said that livestock theft, which interferes with secondary school students' access to education, and agro-pastoral conflicts, in which farmers and pastoralists fight for resources, such as pasture and water, are frequent. They also agreed that land disputes have contributed to higher dropout rates in secondary schools because when a family is displaced from their land they migrate to other counties or places

where they are housed by family or friends and may lack money to transfer their children to other schools. In addition, conflicts on water sources have affected parents' capabilities to offer students resources they need for school up keep, this is because where they are unable to access water sources for their livestock most of them dies and the heavily rely on them so that when they sell, they get some fund to pay school fees and students up keep at school. When asked about increased farms invasion that have affected learners' capability to concentrate on classroom activities, more than half agreed that as a result of farm invasion in Laikipia County the young men capability to concentrate in classroom activities diminish because they are the fore front warriors who defend their parent's farms and at times, they sleep outside guarding their territories which makes it difficult to attend classes therefore most of them drop out of secondary schools

The study findings both quantitative and qualitative were consistent with the reviewed literature discussed the work of Musyoka (2019), who studied *Agro-Pastoral Conflicts and Collaboration in Kenya: The Orma and Pokomo Case in the Tana Delta, 1992–2017*, the study found out that the conflict has led to devastating loss of lives and injuries to the people. The causes for conflict were attributed to non-peaceful coexistence between these two groups, with Pokomo killing animals belonging to Ormo and Ormo community grazing their livestock in Pokomo fields. Additionally, the study noted that there exists a lot of prejudice between the communities, with each other viewing the other as an inferior community.

The findings from this study are supported by conflict theory which states that a society is made of different people with different and competing interests. These people are often

defined by the way they access and control resources. Through the competition of these limited resources, social conflict is common. Therefore, the theory contends that society cannot be harmonious and continuous struggles and conflicts are evident. The competition for privileges, resources, and opportunities are some of the inherent features of social structures (Ferrare & Phillippo, 2021). This theory was essential for comprehending the reasons behind the conflict between farmers and pastoralists in the region, and the way they shape education access in Laikipia County

4.4.4 Cattle rustling on Education access

The Third objective sought to assess how cattle rustling on education access in secondary school in Laikipia County, Kenya. The researcher administered questionnaires to teacher's union, secondary school's heads and security personnel. In addition, the researcher interviewed household heads Table 4.9 summarizes the findings from educational officers, head of school and security officers.

Table 4.9: Responses on Cattle rustling on Education access

Statements	1	2	3	4	5	Mean	Std.					
Cattle rustling in this region have increased the likelihood of attacks which has resulted in drastic impact on education?	4	11.8%	3	8.8%	3	8.8%	13	38.2%	11	32.4%	3.781	0.724
Instances of cattle rustling has resulted in increased school absenteeism in the region?	1	2.9%	4	11.8%	2	5.9%	10	29.4%	17	50.0%	4.162	0.706
The frequency of cattle rustling incidences have drastically affected student's performances?	4	11.8%	9	26.5%	0	0.0%	7	20.6%	14	41.2%	2.860	0.769
Rate of casualty as results of cattle rustling have affected the enrolment rate of students in secondary school in this region?	5	14.7%	3	8.8%	1	2.9%	12	35.3%	13	38.2%	3.759	0.744

Source: Research Data (2024)

Table 4.9 displays the descriptive findings of the responses on cattle rustling on education access in secondary school in Laikipia County, Kenya. The first item stated that cattle rustling in this region have increased the likelihood of attacks which has resulted in drastic impact on education were as follows; 4 (11.8%), 3 (8.8%) 3(8.8%) 13(38.2%) and 11 (32.4%) respondents strongly disagreed, disagreed, were neutral, agreed and strongly agreed respectively. This statement had a mean of 3.824 and standard deviation of 0.72. While the high mean of 3.824 indicated more than two thirds of the respondents that cattle rustling in this region have increased the likelihood of attacks which has resulted in drastic impact on education, the standard deviation of 0.72 suggested that most respondents` opinion had low variation about the mean. The respondents` opinion to the second item which stated that instances of cattle rustling have resulted in increased school absenteeism in the region was responded as follows: 0(0.0%), 1(2.9%), 4 (11.8%) 2(5.9%) 10(29.4%) and 17 (50.0%) implying strongly disagreement, disagreement, neutrality, agreement and strong agreement that dropout rates have been as a result of increased security in the region respectively. The mean of 4.118 and standard deviation of 0.74. This implies that the absenteeism witnessed in secondary schools in Laikipia County is as a result of high rates of cattle rustling in the region.

The third item stated that the frequency of cattle rustling incidences have drastically affected student`s performances was answered as follows: 4(11.8%), 9(26.5%), 0(0.0%), 7(20.6%) and 14(41.2%) indicating that respondents strongly disagreed, disagreed, were neutral, agreed and strongly agreed that the frequency of cattle rustling incidences have drastically affected student`s performances respectively. The mean score was 3.529 which suggested that respondents agreed that the frequency of cattle rustling incidences have

drastically affected student's performances. The fourth statement focused on the rate of casualty as results of cattle rustling have affected the enrolment rate of students in secondary school in this region it was responded as follows: 6(14.7%), 7(20.6%), 3(8.8%), 8(23.5%) and 10(29.4%) respondents strongly disagreed, disagreed, were neutral, agreed and strongly agree respectively. The mean score and standard deviation for this statement were 3.735 and 0.74 respectively. This indicated that almost half of the respondents agreed that the rate of casualty as results of cattle rustling have affected the enrolment rate of students in secondary school in Laikipia County.

The qualitative findings from the household's head collected using an interview guide agreed with the quantitative results. For example, when asked to explain how on cattle rustling on education access in secondary school in Laikipia County, Kenya. Most of them had this to say:

When house heads were surveyed regarding the impact of cattle rustling in the region, a significant majority—nearly two-thirds—reported that the prevalence of such incidents has heightened the risk of attacks, which in turn has severely affected education. Respondents noted that children are fearful of attending school, while parents hesitate to send them, and teachers are apprehensive about going to work. Consequently, secondary schools are suffering from staffing shortages, as many educators are unwilling to accept positions in Laikipia County due to safety concerns. This reluctance stems from the ongoing insecurity, leading to a diminished educational workforce in these areas.

A significant portion of the household heads expressed concerns regarding the impact of the ongoing cattle rustling conflict on teachers, noting that they too are not exempt from its consequences. The conflict has resulted in widespread displacement of educators, which disrupts the normalcy of life and adversely affects the processes of teaching and learning. As a result, many teachers are seeking transfers to regions that remain unaffected by the violence. The persistent incidents of cattle rustling continue to undermine security and foster an environment of instability. This issue, particularly prevalent among pastoral communities, is a key factor contributing to the insecurity that hampers access to education in secondary schools. Most respondents indicated that the region suffers from a shortage of teachers, as many are reluctant to work in areas vulnerable to cattle rustling, further exacerbating the challenges to educational access. When inquired about the casualty rates resulting from cattle rustling, it was noted that these incidents have negatively influenced student enrolment rates in secondary schools within the region.

Several leaders of local communities indicated that schools experienced a decline in attendance among students, parents, and teachers due to fatalities resulting from the attacks, while others relocated to safer regions. This situation has consequently contributed to reduced access to secondary education in Laikipia County. The participants in the survey were asked to assess how frequently incidents of cattle rustling have significantly impacted students' academic performance. Some respondents noted a diminished interest in education, as many communities prioritized cattle rearing over educational pursuits. Cultural values have disrupted

children's education in Laikipia County, leading to a decline in academic performance. Also, to note the respondents also indicated that the frequent disruptions as a result of cattle rustling contributed to the syllabus not being completed and absenteeism leads to low performance.

The study findings both quantitative and qualitative were consistent with the reviewed literature by Katana and Nyamongo (2020) in their study “Influence of Cattle Rustling on School Staffing Levels in Laikipia West Sub-County in Laikipia County, Kenya”, The study established that the act of stealing cattle has a direct effect on the number of staff members employed in schools located in Laikipia County. Moreover, the study revealed that teachers were reluctant to allocate to Laikipia due to the elevated degree of insecurity. As a result, instructors were reluctant to accept employment offers in these places due to apprehension about their personal safety.

The findings from this study are supported by conflict theory which states that a society is made of different people with different and competing interests. These people are often defined by the way they access and control resources. Through the competition of these limited resources, social conflict is common. Therefore, the theory contends that society cannot be harmonious and continuous struggles and conflicts are evident. The competition for privileges, resources, and opportunities are some of the inherent features of social structures (Ferrare & Phillippo, 2021). This theory was critical in understanding why there the existence of cattle rustling culture in the region, and the way they shape education access in Laikipia County.

4.4.5 Proliferation of small arms on Education access

The Fourth objective sought to determine the effect of proliferation of small arms on education access in secondary school in Laikipia County. The researcher distributed questionnaires to the heads of secondary schools, the teacher's union, and security personnel in order to accomplish this objective. In addition, the researcher interviewed household heads, Table 4.10 summarizes the findings from educational officers, head of school and security personnel.

Table 4.10: Responses on Proliferation of small arms on Education access

Statements	1	2	3	4	5	Mean	Std.					
The proliferations of small arms have increased incidences of violent crimes to schools in Laikipia West?	3	8.8%	5	14.7%	3	8.8%	8	23.5%	15	44.1%	3.794	0.724
Disarmament efforts have been initiated by the government and have been effective in addressing rate of school disruptions?	6	17.6%	4	11.8%	0	0.0%	7	20.6%	17	50.0%	3.735	0.706
The presences of illegal arms in the community possess a danger to attainment of quality education?	8	23.5%	2	5.9%	5	14.7%	6	17.6%	13	38.2%	3.411	0.769
Arm trade and threats is an issue that have happened among the school community	5	14.7%	3	8.8%	7	20.6%	9	26.5%	10	29.4%	3.471	0.744

Source: Research Data (2024)

Descriptive findings in table 4.10 indicates how the spread of small arms affects secondary school students' access to education in Laikipia County, Kenya. The first item stated that the proliferations of small arms have increased incidences of violent crimes to schools in Laikipia West were as follows; 3 (8.8%), 5 (14.7%) 3(8.8%) 8(23.5%) and 15 (44.1%) respondents ranging from strongly disagreed, to strongly agreed. This statement had a mean and standard deviation of 3.794 and 0.72 respectively. The mean of 3.794 indicated that the proliferations of small arms resulted to increased violent crime which has affected secondary schools in the region, the standard deviation of 0.72 suggested that most respondents` opinion had low variation about the mean. The respondents` opinion to the second item which stated that disarmament efforts have been initiated by the government and have been effective in addressing rate of school disruptions was responded as follows: 6(17.6%), 4(11.8%), 0(0.0%), 7(20.6%) and 17(50.0%). The mean score and standard deviation for this statement were 3.735 and 0.74 respectively. Indicating that disarmament efforts have been initiated by the government and have been effective in addressing rate of school disruptions in Laikipia County.

The third item stated that the presences of illegal arms in the community possess a danger to attainment of quality education was answered as follows: 8(23.5%), 2(5.9%), 5(14.7%), 6(17.6%) and 13(38.2%). The mean score was 3.411 which suggested that respondents were neutral that the presences of illegal arms in the community possess a danger to attainment of quality education. The fourth statement focused on arm trade and threats is an issue that have happened among the school community it was responded as follows: 5(14.7%), 3(8.8%), 7(20.6%), 9(26.5%) and 10(29.4%) respondents strongly disagreed, disagreed, were neutral, agreed and strongly agree respectively. This statement had a mean

score of 3.471 and a standard deviation of 0.74. This suggests that threats and the trading in weapons are problems that have occurred within the school community.

The qualitative findings from the household's head collected using an interview guide agreed with the quantitative results. For example, when asked to explain how proliferation of small arms on education access in secondary school in Laikipia County, Kenya. Most of them had this to say:

House heads were interviewed and asked to respond on how the proliferations of small arms have increased incidences of violent crimes to schools in Laikipia West. The majority of respondents concurred that Laikipia County had seen a significant increase in the use of small arms and light weapons, with the pastoral community in this region, it was observed that these communities have experienced significant levels of insecurity, resulting in their internal displacement by other groups and as a result lead to disruptions in secondary school access to education among the communities. When asked to respond to disarmament efforts that have been initiated by the government and have been effective in addressing rate of school disruptions, about one third of the respondents noted that disarmament initiatives by Kenyan government are aimed at promoting stability. The government is dedicated to the initiative of decreasing the number of illegal firearms in circulation, aiming to enhance human security, which has consequently led to a reduction in the frequency of school disruptions. The researcher inquired of the heads of households regarding the impact of illegal firearms in the community on the pursuit of quality education. A majority of the respondents agreed that the objectives and principles of disarmament aim to enhance security, facilitate the implementation of

development initiatives, and decrease the prevalence of illegal weapons, particularly among nomadic pastoralists. Consequently, it is clear that the presence of illegal firearms contributes to significant insecurity, which subsequently disrupts secondary school education in Laikipia County. Although the government has publicly destroyed firearms on several occasions in an effort to diminish the circulation of illegal weapons, the outcomes of disarmament efforts have not consistently yielded favourable results within the affected communities. When a community is disarmed, its members often experience a heightened sense of exposure and vulnerability to armed neighbours and adversaries. This situation instils fear in both students and parents, making them hesitant to send their children to school due to concerns about potential attacks, especially when they lack the means for self-defence. In a survey regarding the prevalence of arms trade and threats within the school community, approximately seventy-five percent of respondents acknowledged that arms trade has occurred in Laikipia County, resulting in irresponsible transfers of weapons that can destabilize the region and adversely impact access to education. Furthermore, the widespread availability of weapons and ammunition contributes to human suffering, political oppression, crime, and terror among civilian populations, which in turn negatively affects educational opportunities for secondary school students in Laikipia County.

The study findings both quantitative and qualitative is supported by the findings from past empirical studies by Mbae & Muna (2023) which indicated that the existence of a porous border further escalated the situation, making it easier for illegal firearms to find their way into the country. A good number of participants in this study indicated that it was relatively

easier to acquire arms in the region, which indicated a lack of policy control on the problems, further increasing cases of criminal activities. From this study, it is evident that the presence of SAWL indeed affects the co-existence of the community in Marsabit Region.

The findings from this study are supported by Rational Choice Theory. This theory points out that people act rationally and, hence, make decisions that serve their interests. In doing so, such individuals tend to have preferences and often face challenges that affect their choices. When it comes to the matter of committing a crime, this theory points out that a person is affected by four choices. First is whether they need or need not conduct the crime. Second, whether or not to pick a particular target. Third, the frequency of the action, and lastly, the individual contends on whether or not they need to desist from the crime (Vlaev, 2018). This theory explained how individuals may engage in trade and even attainment of SALW because they see a perceived benefit from it, whether protection or even power. It is also evident from the theory that individuals may use SALW to exert control over territories when it comes to limited available resources. In Laikipia west, game parks, farms, and pastoral land exist. These resources may become a good incentive for individuals to obtain SALW.

4.5 Inferential Statistics

The study utilized linear regression to assess the influence of resource-based conflict on access to education in secondary schools located in Laikipia County, Kenya.

4.5.1 Regression Analysis

This study employed regression analysis to address the research question, “what is the effect of resource-based conflict on education access in secondary schools in Laikipia County, Kenya?” In an effort to address this query, data on ethnicity, agro-pastoral, cattle rustling, proliferation of small arms and education access were collected from educational officers, head of school and security personnel. The results are shown in Tables 4.11–4.13.

To investigate how independent variables and dependent variable are related, a multivariate regression analysis was performed. R was the correlation coefficient and it demonstrates the nature and strength of link between resources-based conflicts and education access in Laikipia County Kenya. R^2 was the coefficient of determination which gave explanation of variability of the outcome variable when independent variables are having changes.

Table 4.11 Model Summary of Regression Statistics on Resource based conflict and education access

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.767 ^a	.588	.531	.31644

- a. Predictors: (Constant), ethnicity, agro pastoral tension, cattle rustling, proliferation of small arms
- b. Dependent variable: educational access

Source: Research Data (2024)

Table 4.11, R-square represents the rate of the outcome variable variation as shown in the model above. The model designated the correlation at 0.767 showcasing that nexus between the study variables were significant and positive. The R^2 at 0.588 and the adjusted

$R^2 = 0.531$, shows that 53.1% of changes in education access can be explained by changes in the predictor variables of the research.

The model summary table shows that resource-based conflicts which has four predictors (ethnicity, agro pastoral tension, cattle rustling and proliferation of small arms) can explain 53.1% of change in education access implying that the remaining 46.9% of the variation in education access could be accounted for by other variables not involved in the current research. This shows that the variables are very significant hence need to be considered in any effort to improve on education access in secondary schools in Laikipia County, Kenya.

4.5.2 Analysis of Variance (ANOVA)

Table 4.12: ANOVA Results Table on Resource based conflict and education access

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	5.510	4	2.160	5.382	.001 ^b
Residual	76.900	30	.389		
Total	82.410	34			

a. Dependent Variable: Education access

b. Predictors: (Constant), ethnicity, agro pastoral tension, cattle rustling, proliferation of small arms.

Source: Research Data (2024)

Table 4.12 displays the findings of ANOVA statistics which assessed the significance of the variability between the variables. The ANOVA results established that the independent variables in this case ethnicity, agro pastoral tension, cattle rustling and proliferation of

small arms had a significant effect on empowerment of education access ($0.00 < 0.05$) which is lower than prior set threshold value of 0.05, which was used to determine whether the predictor variables had a significant influence on the outcome variable. Furthermore, the suggested model is significant in explaining the relationships, as indicated by the p value ($0.00 < 0.05$), which suggested that the variance was significant. As a result, the chosen Multiple Linear Regression model accurately modelled the data and predicted the outcome variable.

Table 4.13: Regression Co-efficient Table on Resource based conflict and education access

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	19.301	1.843		9.930	.000
Ethnicity	1.398	.108	.540	12.976	.000
Agro pastoral tension	.096	.040	.169	2.410	.014
Cattle rustling	.116	.040	.217	2.898	.002
Proliferation of small arms	1.042	.140	.291	7.425	.003

a. Dependent Variable: Education access $p < .05$

Source: Research Data (2024)

Table 4.13 shows the amount of change in secondary school education access in Laikipia County, that a unit change in ethnicity, agro pastoral tension, cattle rustling, and proliferation of small arms predicts. Accordingly, results show that the “Constant” which

shows the predicted value of education access when resource-based conflict is zero is 19.301

As regards each predictor variable, the study findings indicated that for ethnicity (E), the Beta is .540 indicating that for every unit increment in (E), it is anticipated that access to education will increase by .540 units. Additionally, research shows that for every unit rise of agro-pastoral tension (AGP) a .169 unit rise in education access is predicted. Further, results show that for each unit change in cattle rustling (CR), a .217 increase in education access is predicted. As regards, proliferation of small arms (PSA), findings reveal that for each unit change, a .291 increase in education access is predicted.

The results also show if each predictor variable is contributing to the model at a significance level that is statistically significant of $p < .05$. Thus, E ($B = .540$, $p = .000 < .05$); AGP ($B = .169$, $p = .014 < .05$), CR ($B = .217$, $p = .002 < .05$) and PSA ($B = .291$, $p = .003 < .05$). According to these findings, the p-values for each of the four predictor variables are below the significance level (0.05). According to the findings, there is a statistically significant impact of resource-based conflicts on secondary school education access in Laikipia County, Kenya.

Thus, the researcher improved the regression model by substituting the regression analysis's coefficient for the beta values as follows:

$$EA = 19.301 + 0.540(E) + 0.169(AGP) + 0.217(CR) + 0.291(PSA) + e.$$

Where EA= Education Access, E= Ethnicity, AGP= Agro pastoral tension, CR= Cattle rustling, PSA = Proliferation of small arms and e = Error Term.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter provides an overview of the research results and conclusions. Additionally, it contains recommendations that are consistent with the study's findings. Furthermore, this chapter suggests avenues for future research that emerged during the study.

5.2 Summary of the findings

The study looked into how resource-based conflict affects education access in secondary school in Laikipia County, Kenya. The findings of the study were summarized in accordance with the established study objectives.

5.2.1 Ethnicity and education access in secondary school in Laikipia County Kenya

The first objective evaluated the effect of ethnicity on education access in secondary school in Laikipia County, Kenya. The first item on Inter –ethnic clashes in Laikipia West have indeed impacted on students' ability to access education were as follows; 2 (5.9%), 1 (2.9%) 3(8.8%) 11(32.4%) and 15 (44.1%). The mean and standard deviation of this statement were 3.882 and 0.72, respectively. The qualitative data also from head of households agrees that inter-ethnic clashes have impacted on the ability of student to access education in secondary schools in Laikipia County. The respondents` opinion to the second item which stated that the rate of violence due to ethnic tensions have indeed affected the rate of school attendance in the region was responded as follows: 5(14.7%), 2(5.9%), 5(14.7%), 9(26.5%) and 13(38.2%). The statement had a mean of 3.676 and standard deviation of 0.74. This implies that the rate of violence due to ethnic tensions have indeed

affected the rate of school attendance in Laikipia County. The third item stated that the severity of ethnic clashes in Laikipia West has resulted in some instances of school closure was answered as follows: 1(2.9%), 5(14.7%), 3(8.8%), 16(47.1%) and 9(26.5%). The mean score of 3.794 is a strong indication that respondents agreed that severity of ethnic clashes in Laikipia West has resulted in school closure. The fourth statement focused on increased cases of violence among the community may have resulted in disturbance of school attendance it was responded as follows: 4(11.8%), 2(5.9%), 1(2.9%), 15(44.1%) and 12(35.3%). The mean for this statement was 3.853 and standard deviation was 0.74. This suggested that increased cases of violence among the community resulted to disturbance of school attendance.

5.2.2 Agro pastoral tension and education access in secondary school in Laikipia County Kenya

The second objective determined the influence of agro-pastoral tension on education access in secondary school in Laikipia County, Kenya. The first item stated that do you agree that frequent land invasions by pastoralists and farmers have disrupted educational activities in Laikipia West were as follows; 2 (5.9%), 4 (11.8%) 3(8.8%) 11(32.4%) and 14 (41.2%) This statement had a mean of 3.618 and standard deviation of 0.72. The respondents` opinion to the second item on do land disputes in this region have contributed to higher drop-out rate in secondary schools was responded as follows: 4(11.8%), 3(8.8%), 2(5.9%), 8 (23.5%) and 17(50.0%). This statement had a mean of 3.912 and a standard deviation of 0.74. The third item stated that Conflict on water sources have affected parent`s capability to offer their students resources they needs to school was answered as follows: 3(8.8%), 3(8.8%), 5(14.7%), 11(32.4%) and 12(35.3%). The mean was 3.764 which suggested that

respondents were positive as they strongly agreed that conflict on water sources have affected parent's capability to offer their students resources, they need to school. The fourth statement focused on the increased farms invasion that have affected learners' capability to concentrate on classroom activities it was responded as follows: 4(11.8%), 7(20.6%), 2(5.9%), 8(23.5%) and 13(38.2%). The statement had a mean 3.559 and standard deviation of 0.74. The qualitative data also agreed with quantitative data since most of the respondents agreed that agro pastoral tension had impacted in education access in secondary school in Laikipia County, Kenya.

5.2.3 Cattle rustling and education access in secondary school in Laikipia County Kenya

The third objective evaluated the impact of cattle rustling on education access in secondary school in Laikipia County, Kenya. The first item stated that cattle rustling in this region have increased the likelihood of attacks which has resulted in drastic impact on education were as follows; 4 (11.8%), 3 (8.8%) 3(8.8%) 13(38.2%) and 11 (32.4%). This statement had a mean and standard deviation of 3.824 and 0.72 respectively. The respondents' opinion to the second item which stated that instances of cattle rustling have resulted in increased school absenteeism in the region was responded as follows: 0(0.0%), 1(2.9%), 4 (11.8%) 2(5.9%) 10(29.4%) and 17 (50.0%). The mean score and standard deviation for this statement were 4.118 and 0.74 respectively. The third item stated that the frequency of cattle rustling incidences have drastically affected student's performances was answered as follows: 4(11.8%), 9(26.5%), 0(0.0%), 7(20.6%) and 14(41.2%) The mean score was 3.529 standard deviation of 0.75. The fourth statement focused on the rate of casualty as results of cattle rustling have affected the enrolment rate of students in secondary school

in this region it was responded as follows: 6(14.7%), 7(20.6%), 3(8.8%), 8(23.5%) and 10(29.4%) The mean score and standard deviation for this statement were 3.735 and 0.74 respectively. The qualitative data agreed with quantitative data since more than half of the respondents agreed that cattle rustling in the region have impacted education access in secondary schools in Laikipia County, Kenya.

5.2.4 Proliferation of small arms and education access in secondary school in Laikipia County Kenya

The fourth objective established the effects of proliferation of small arms on education access in secondary school in Laikipia County, Kenya. The first item stated that the proliferations of small arms have increased incidences of violent crimes to schools in Laikipia West were as follows; 3 (8.8%), 5 (14.7%) 3(8.8%) 8(23.5%) and 15 (44.1%) This statement had a mean and standard deviation of 3.794 and 0.72 respectively. The respondents` opinion to the second item which stated that disarmament efforts have been initiated by the government and have been effective in addressing rate of school disruptions was responded as follows: 6(17.6%), 4(11.8%), 0(0.0%), 7(20.6%) and 17(50.0%) The mean score of 3.735 and standard deviation of 0.74. The third item stated that the presences of illegal arms in the community possess a danger to attainment of quality education was answered as follows: 8(23.5%), 2(5.9%), 5(14.7%), 6(17.6%) and 13(38.2%). The mean score was 3.411 the standard deviation of 0.75. The fourth statement focused on arm trade and threats is an issue that have happened among the school community it was responded as follows: 5(14.7%), 3(8.8%), 7(20.6%), 9(26.5%) and 10(29.4%). The mean score and standard deviation for this statement were 3.471 and 0.74 respectively. The qualitative data

presented also agreed with most of the statement that proliferation of small arms have affected education access in secondary schools in Laikipia County, Kenya.

5.3 Conclusions of the study

In line with the established results, the current research reached at the following conclusions. The first objective which assessed the effect of ethnicity on education access, the study revealed that Inter-ethnic clashes have indeed impacted on students ability to access education, also the rate of violence due to ethnic tensions have affected the rate of school attendance in secondary schools in Laikipia county, in addition the severity of ethnic crashes has resulted in school closure and increased cases of violence among the community may have resulted in disturbance of secondary school attendance.

The second objective investigated the effect of agro-pastoral tension on education access in secondary school in Laikipia County, Kenya. The study findings established that frequent land invasions by pastoralists and farmers have disrupted educational activities, the study also noted that land disputes have contributed to higher drop-out rate in secondary schools. Conflict on water sources have affected parent's capability to offer their students resources needed at school and increased farms invasion that have affected learners' capability to concentrate on classroom activities impacted in education access.

The third objective determined the effect of cattle rustling on education access in secondary school in Laikipia County, Kenya. The study concluded that cattle rustling in this region have increased the likelihood of attacks which has resulted in drastic impact on secondary school education, instances of cattle rustling has resulted in increased school absenteeism in the region while the frequency of cattle rustling incidences have drastically affected

student's performances the rate of casualty as results of cattle rustling have affected the enrolment rate of students in secondary school in Laikipia County, Kenya.

The fourth objective examined the effects of proliferation of small arms on education access in secondary school in Laikipia County, Kenya. The study disclosed that the proliferations of small arms have increased incidences of violent crimes to secondary schools in Laikipia County. Disarmament efforts have been initiated by the government but and have not been effective in addressing rate of school disruptions. The study revealed that the presences of illegal arms in the community possess a danger to attainment of quality education.

5.4 Recommendations of the study

In line with the study conclusion the study recommends the following

The Ministry of Education should provide the required supports in such areas affected by inter-ethnic clashes, so that the schools will have recommended ratio of students-teachers at all times, furthermore enhancing security within school premises, along with the promotion of peace education and awareness, is deemed crucial for fostering behavioural change among conflicting groups.

The government should establish the necessary institutions and resources to maintain peace and order and bolster law enforcement authorities, including the police and judiciary, to guarantee that government orders are followed in Laikipia County.

Resource owners, community leaders, and elders ought to play a significant role in addressing agro-pastoral conflicts, as they are directly impacted and engaged in these issues. Conflicts often result in the destruction of village property, loss of life, and the death

of livestock. The nature and causes of conflicts are also better understood by the community and resource owners than by outsiders.

The Laikipia County administration ought to implement land tenure agreements and development strategies that suitably take into account the requirements and interests of pastoralists, farmers, ranchers, and urban residents. To prevent disputes over the few available water sources, the area should have more water sources.

The community's security personnel, assisted by *Nyumba Kumi*, should be fully informed about cattle rustling instances in order to prevent losses and accidents that result in limited educational access in secondary schools in Laikipia County, Kenya. For pastoralists and their animals to be protected, security measures must be reinforced and efficient police stations should be established.

The Kenyan government ought to carry out a comprehensive disarmament campaign in every community to guarantee the success of peacekeeping efforts without any tribe feeling excluded. In order to improve national security, the current measures that concentrate on preventing the spread of firearms and small arms should be strengthened.

5.5 Recommendations for further Research

This study investigated on resource-based conflicts and education access in secondary school in Laikipia County, the study only covered four variables future research should cover the study variables which were left out in this study and find out how they affect education access.

Further research should be carried out to find out how resource-based conflicts affect education access in other areas which are prone to cattle rustling such as Baringo, West Pokot or Tana River

The current study focused on secondary schools, further studies should focus on other forms of education such as primary schools or tertiary education.

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APPENDIX A: QUESTIONNAIRE FOR TEACHER’S HEAD, EDUCATIONAL OFFICERS, SECURITY PERSONNEL AND TEACHER’S UNION

I am Eric Kamau Maina, a Master's student studying Public Policy and Administration at Kenyatta University. I am conducting a research on the *resource-based conflict and Education Access in Laikipia County, Kenya*. You have been chosen to partake in this research because of your distinctive position and viewpoint within the Laikipia West, Laikipia County. Your experience, and thoughts are critical for understanding the diverse effects of Resource-based conflict on access to education in this region. The purpose of this questionnaires is to gather information about both qualitative and quantitative effects of these influence I highly value your involvement in assisting me identify and resolve community needs and obstacles in accessing high quality education amidst periods of conflicts. This data will be critical in informing strategies and intervention aimed at making tangible impacts on the lives of individual impacted in the Laikipia West, Laikipia County. The information provided in this study will be held in utmost confidentiality, and your name will remain undisclosed throughout the study and distribution of the report. Kindly be aware that your involvement in the research is optional and you have the liberty to discontinue your participation if you experience any discomfort. Please respond candidly. When presented with alternatives, select the ones that correspond to your responses. Alternatively, provide the requested information by filling in the empty spaces after the question.

Thank you in advance for your cooperation

For consent purpose kindly sign and indicate the date on the space below

Signature _____

Date _____

Section A: General Information

1. **Age:** 20-29 yrs. () 30-39yrs () 40-49 yrs. () 50-59yrs (), 60yrs and above ()

2. **Gender:** Male () Female ()

3. **Years Stationed in Laikipia County:** Less than 1 year () 1-5 years () 6-10 years () 11-15 years () Over 15years ()

4. **Highest Level of Education:** Never gone to school () Primary education () Secondary education () Collage Certificates () Diploma () University Degree ()

5. **Profession**

School head ()

Security personnel ()

Teachers unions representative ()

Section B: Education Access

To what extent do you agree on disagree on the following statements regarding quality of education access in Laikipia West, Laikipia County, Kenya

Use; 5- Strongly Agree, 4- Agree, 3-Not sure, 2-Disagree, 1-Strongly Disagree

NO	SUBJECT	5	4	3	2	1
1	The current rate of student's enrolment in the secondary schools in Laikipia West is encouraging?					
2	Dropout rates have been as a result of increased security concern in the region					
3	Despite the challenges of conflict in the region, secondary school attendance rates continue to be stable?					
4	The quality of infrastructures has encouraged students to attend schools more often?					

What do you think are some of the barriers that affects 100% transition rate to secondary schools in this region of Laikipia West?

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Do you have suggestions on how education access in Laikipia West needs to be improved

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Section B: Ethnicity and how it affects education access in secondary schools in Laikipia West,

To what extent do you agree or disagree on the following statements regarding ethnicity and how it affects education access in secondary schools in Laikipia West, Laikipia County, Kenya?

Use; 5- Strongly Agree, 4- Agree, 3-Not sure, 2-Disagree, 1-Strongly Disagree

NO	SUBJECT	5	4	3	2	1
1	Inter –ethnic clashes in Laikipia West have indeed impacted in a negative way on students’ ability to access education					
2	The rate of violence due to ethnic tensions have indeed affects the rate of school attendance in the region					
3	The severity of ethnic crashes in Laikipia West has resulted in some instances of school closure.					
4	Increased cases of violence among the community may have resulted in disturbance of school attendance					

In your line of work, what incidence of inter-ethnic conflict have you witnessed and what impact do you think it has had on the education in Laikipia

county?.....
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How do you think issues of ethnicity should be addressed in order to improve access of secondary education in Laikipia West constituency

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Section C: Impact of agro-pastoral tension and education access in secondary schools in Laikipia West

To what extent do you agree or disagree on the following statements on agro-pastoral tension and its impact on education access in secondary schools in Laikipia West, Laikipia County, Kenya?

Use; 5- Strongly Agree, 4- Agree, 3-Not sure, 2-Disagree, 1-Strongly Disagree

NO	SUBJECT	5	4	3	2	1
1	Do you agree that frequent land invasions by pastoralists and farmers have disrupted educational activities in Laikipia West?					
2	Do land disputes in this region have contributed to higher drop-out rate in secondary schools?					
3	Conflict on water sources have affected parents' capability to offer their students resources they needs to school?					
4	There have been an increased farms invasion that have affected learners' capability to concentrate on classroom activities?					

What measures should be taken to mitigate how the agro-pastoral conducts affects educations? Do you think something has been done by the relevant authorities?

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What are some ways the conflict between the farmers and pastoralist have affected education?.....

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Section D: Assessing how cattle rustling affect education access in Laikipia West ward, Laikipia County

To what extent do you agree on disagree on the following statements regarding how cattle rustling affect education access in Laikipia West ward, Laikipia County

Use; 5- Strongly Agree, 4- Agree, 3-Not sure, 2-Disagree, 1-Strongly Disagree

NO	SUBJECT	5	4	3	2	1
1	Access to weapons in this regions have increased the likelihood of attacks which has resulted in drastic impact on education?					
2	Instances of cattle rustling has resulted in increased school absenteeism in the region?					
3	The frequency of cattle rustling incidences have drastically affected student’s performances?					
4	Rate of casualty as results of cattle rustling have affected the enrolment rate of students in secondary school in this region?					

How has cattle rustling impacted teachers and student’s motivation to attends school in your region?

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Section E: Proliferation of illegal small arms and its effects on education access in secondary schools in Laikipia West

To what extent do you agree on disagree on the following statements on proliferation of illegal small arms and its effects on education access in secondary schools in Laikipia West, Laikipia County, Kenya?

Use; 5- Strongly Agree, 4- Agree, 3-Not sure, 2-Disagree, 1-Strongly Disagree

NO	SUBJECT	5	4	3	2	1
1	The proliferations of small arms have increased incidences of violent crimes to schools in Laikipia West?					
2	Disarmament efforts have been initiated by the government and have been effective in addressing rate of school disruptions?					
3	The presences of illegal arms in the community possess a dangers to attainment of quality education?					

4	Arm trade and threats is an issues that have happened among the school community					
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How can the members of community be involved in reducing the menace of proliferations of small arms?

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What recommendations do you have on addressing existence of proliferation of small arms in the region?

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THANK YOU FOR YOUR PARTICIPATION

APPENDIX B: INTERVIEW QUESTIONS FOR THE HOUSEHOLD'S HEADS

I am Eric Kamau Maina, a Master's student studying Public Policy and Administration at Kenyatta University. I am conducting a research on the *resource-based conflict and Education Access in Laikipia County, Kenya*. You have been chosen to partake in this research because of your distinctive position and viewpoint within the Laikipia West, Laikipia County. Your experience, and thoughts are critical for understanding the diverse effects of Resource-based conflict on access to education in this region. The purpose of this interview is to gather information about both qualitative and quantitative effects of these influence. I highly value your involvement in assisting me identify and resolve community needs and obstacles in accessing high quality education amidst periods of conflicts. This data will be critical in informing strategies and intervention aimed at making tangible impacts on the lives of individual impacted in the Laikipia West, Laikipia County. The information provided in this study will be held in utmost confidentiality, and your name will remain undisclosed throughout the study and distribution of the report. Kindly be aware that your involvement in the research is optional and you have the liberty to discontinue your participation if you experience any discomfort. Please respond candidly. I will ask you some series of questions and feel free to provide me with some answer to the best of your ability. Thank you

Basic Information

1. Age: 20-29 yrs. () 30-39yrs () 40-49 yrs. () 50-59yrs (), 60yrs and above ()
2. Gender: Male () Female ()

3. Years Stationed in Laikipia County: Less than 1 year () 1-5 years () 6-10 years () 11-15 years () Over 15years ()
4. Highest Level of Education: Never gone to school () Primary education () Secondary education () Collage Certificates () Diploma () University Degree ()

On Education Access

Throughout these questions, I want you to give me a scale from 1-5 on how you agree or disagree on these statement. 1 being the disagree and 5 being that you strongly agree

- Do you think that the current rate of student's enrolment in the secondary schools in Laikipia West is encouraging?
- Dropout rates have been as a result of increased security concern in the region
- Despite the challenges of conflict in the region, secondary school attendance rates continue to be stable?
- The quality of infrastructures has encouraged students to attend schools more often?

I would be happy if you helped me with answers to these questions?

- What do you think are some of the barriers that affects 100% transition rate to secondary schools in this region of Laikipia West?
- Do you have suggestions on how education access in Laikipia West needs to be improved?

Ethnicity and Education Access

Throughout these questions, I want you to give me a scale from 1-5 on how you agree or disagree on these statement. 1 being the disagree and 5 being that you strongly agree

- Inter –ethnic clashes in Laikipia West have indeed impacted in a negative way on students’ ability to access education
- The rate of violence due to ethnic tensions have indeed affects the rate of school attendance in the region
- The severity of ethnic crashes in Laikipia West has resulted in some instances of school closure
- Increased cases of violence among the community may have resulted in disturbance of school attendance.

I would be happy if you helped me with answers to these questions?

- In your line of work, what incidence of inter-ethnic conflict have you witnessed and what impact do you think it has had on the education in Laikipia County?
- How do you think issues of ethnicity should be addressed in order to improve access of secondary education in Laikipia West constituency?

Agro-pastoral tension and its impact education access

Throughout these questions, I want you to give me a scale from 1-5 on how you agree or disagree on these statement. 1 being the disagree and 5 being that you strongly agree

- Do you agree that frequent land invasions by pastoralists and farmers have disrupted educational activities in Laikipia West?

- Do land disputes in this region have contributed to higher drop-out rate in secondary schools?
- Conflict on water sources have affected parent's capability to offer their students resources they needs to school?
- There have been an increased farms invasion that have affected learner's capability to concentrate on classroom activities?

I would be happy if you helped me with answers to these questions?

- What measures should be taken to mitigate how the agro-pastoral conducts affects educations? Do you think something has been done by the relevant authorities?
- What are some ways the conflict between the farmers and pastoralist have affected education?

Cattle rustling affect education access

Throughout these questions, I want you to give me a scale from 1-5 on how you agree or disagree on these statement. 1 being the disagree and 5 being that you strongly agree

- Access to weapons in this regions have increased the likelihood of attacks which has resulted in drastic impact on education?
- Instances of cattle rustling has resulted in increased school absenteeism in the region?
- The frequency of cattle rustling incidences have drastically affected student's performances?
- Rate of casualty as results of cattle rustling have affected the enrolment rate of students in secondary school in this region?

I would be happy if you helped me with answers to these questions?

- How has cattle rustling impacted teachers and student's motivation to attend school in your region?

Proliferation of illegal small arms and its effects on education access

Throughout these questions, I want you to give me a scale from 1-5 on how you agree or disagree on these statement. 1 being the disagree and 5 being that you strongly agree

- The proliferations of small arms have increased incidences of violent crimes to schools in Laikipia West?
- Disarmament efforts have been initiated by the government and have been effective in addressing rate of school disruptions?
- The presences of illegal arms in the community possess a dangers to attainment of quality education?
- Arm trade and threats is an issues that have happened among the school community

I would be happy if you helped me with answers to these questions?

- How can the members of community be involved in reducing the menace of proliferations of small arms?
- What recommendations do you have on addressing existence of proliferation of small arms in the region?

APPENDIX

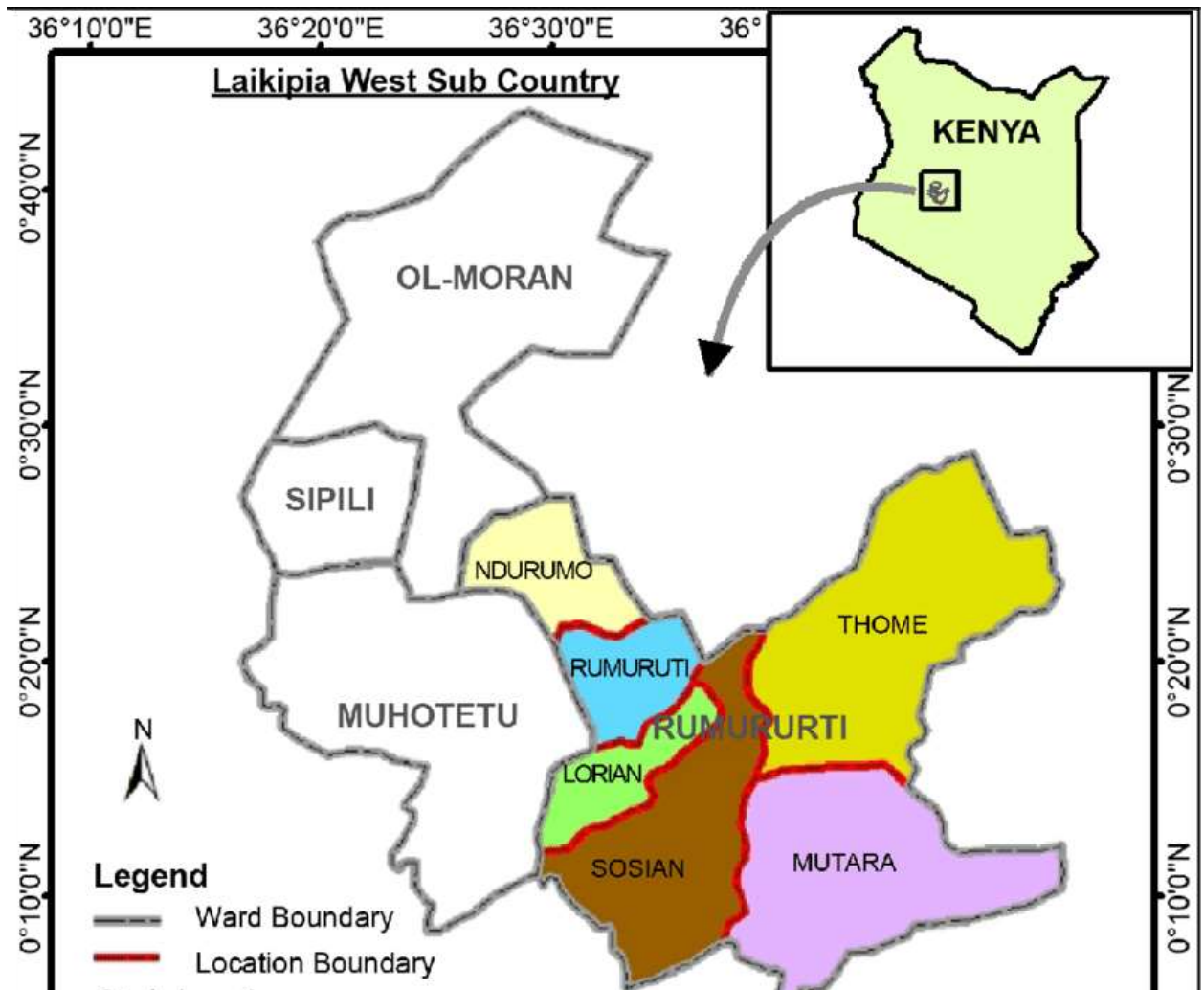
APPENDIX A: WORK PLAN

The Activity	Aug-2023	Sept-2023	Oct-2023	Nov-2023	Dec-2023	Jan-2024	Feb-2024	Mar-2024	Apr-2024
Writing the proposal									
Proofreading the proposals									
Defense									
Working on the corrections									
Research preparation and approvals									
Collection of data									
Analysis of the data									
Presentation of draft report									
Final report									

APPENDIX B: BUDGET


Activity	Estimated Cost (KSH)
Travelling Cost	10,000
Stationary	5,000
Printing cost	7,000
Internet services	7000
Photocopying	5000
Telephone	3000
Data input	5000
Piloting	5000
Total	47000


**APPENDIX C: MAP OF LAIKIPIA WEST CONSTITUENCY SHOWCASING
ITS WARDS.**



(County Government of Laikipia)


APPENDIX D: RESEARCH PERMIT


REPUBLIC OF KENYA


NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Ref No: **822507** Date of Issue: **22/October/2024**


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