PERCEPTION ON INTER-ETHNIC CONFLICT RELATIVE TO PUPILS ATTENDANCE IN SCHOOLS IN MARSABIT DISTRICT

A Thesis

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Management and Administration

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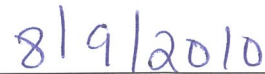
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August 2010

DECLARATION (A)

I, the undersigned declare this thesis is my original work and has never been submitted to any other university or institution of higher learning for any academic award.

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DECLARATION (B)

This thesis was developed under my supervision by the candidate.

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APPROVAL SHEET

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DEDICATION

This thesis is dedicated to my community in Marsabit District as well as my family members for their steadfast love and unfailing support during the entire research period.

This work is highly dedicated to my dear wife Daki Jaldesa for her love and support in all aspects for being patient and committed to see into it that I succeed in the long journey in search of knowledge.

My beloved children Dub and Elema for being patient during the lonely moments when I was away for studies.

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I particularly want to thank my supervisor Dr. Kerosi J. Bosire who was most directly involved in guiding me despite numerous demands on his time. He was always prepared to listen to queries on my research project and invariably suggest possible solutions and cause of action, this was always done well above and beyond the call of duty, it was not in vain.

Last but not the least I am highly grateful to our almighty for giving me and my family good state of health throughout my course.

ABSTRACT

The state of life and education in the inter –ethnic clash prone area in relation to provision of education in Marsabit district is so pathetic and deplorable, that some measures should be put in place for these children to grow, develop and learn like any other children where this culture of ethnicity is non existent.

The researcher was guided by the following specific objectives: To determine the perception on inter-ethnic conflict by the peace committee in regard to causes, solutions and effects on pupils and to find out the perception on inter-ethnic conflict from the parents, elders and headteachers as to factors and ways of curbing conflicts.

This thesis attempts to find out the underlying factors and process that lead to poor pupils school attendance due to inter-ethnic conflicts.

The research study utilized a descriptive research and purposive sampling method the data collected was analyzed through use of tables, graphs and pie charts so as to give the picture of situation in the district.

The researcher was able to make the following findings:

Teachers transfers from insecurity zone affects normal school routine, learning was paralyzed in most schools as parents, teachers and pupils directed their attention to warfare, competition for scarce resources contributes to inter-ethnic conflict, loss of human life, property and livestock. Presence of illicit fire arms in the area coupled with ethnicity fueled inter-ethnic conflict, hence poor pupils' school attendance.

From the findings the researcher was able to make recommendations which can help to get solutions to the problems cited above. Creation of comprehensive policy frame work for conflict management and addressing Social –Economic challenges, promoting community based peace initiative and encouraging civil education and public awareness training about negative effect of gun culture as well as misuse of guns. Confiscation of illegal fire arms was perceived to be a solution to inter-ethnic conflict.

The researcher suggested the following suggestions for further research; Role of government security agents in inter-ethnic conflict and provision of quality education to enhance pupils' school attendance; community based/home grown strategies to enhance pupil's attendance in conflict prone areas.

TABLE OF CONTENTS

CHAPTER ONE

THE PROBLEM AND ITS SCOPE

Background of the Study

The use of illicit small arms by local tribal communities leads to widespread illegal activities and eventually undermines the legitimate authority of the state and hinders the effort to promote development in the areas affected, the process involves serious inter-ethnic conflict resulting to loss of human life and properties, learning are also affected because of insecurity. It calls on the stakeholders to take up their moral obligation and alleviate the human insecurity in order to enhance the development of the present and future generation of those communities. On the other hand cultural, socio-economic and political practices that encourage these inter-ethnic conflicts have to be abandoned.

Although conflict have been part of human society, their current trend and scope particularly in Africa are worrying and needs to be addressed. In recent years, pastoralist conflicts have been transformed in terms of frequency and intensity to the point that they are becoming increasingly intolerable. The underlying causes of these conflicts are complex and multidimensional ranging from socio-economic cultural and political factors (Kinyanjui, 1974) apart from poor leadership and governance pastoralists conflict are fuelled by poverty and marginalization of pastoralists. Land tenure problems and competition for scarce

1

resources, proliferation of modern automatic weapons as well as commerce. Ethnic clashes and banditry further compounded the problems.

Specifically, conflicts destroy home and largely affect women and primary school children placing them in dangerous and precarious situation. School children become vulnerable and circum to loneliness and separation, in most cases schools are closed indefinitely causing interference to learning process, children may end up being killed or injured in ethnic fighting in spite of being innocent bystanders, in most cases they flee from their learning institutions and may not reach their home safely.

Education is fundamental strategy for human resource development, the government and other stakeholders have invested heavily over the years to expand and improve education at all levels (Dido 1985).Despite major strides made in education and training by the government and other stakeholders in pastoral areas, a number of challenges still persists thus by eliminating tribal impediment to education a sound basic education would be provided for children who would otherwise enhance performance and contribute to pastoralist long terms contributions to the general national economy and advancement.

Ethnic conflict have affected educational sector in Marsabit district due to fear of insecurity, parents withdraw their pupils from schools and in most cases teachers sought transfer away from conflict zone.

According to Marsabit District Development Plan(2002-2008) Marsabit District is one of the most driest and poorest in the country. The poverty level stands at 88% the main cause of poverty in the district include severe drought, inadequate water for both domestic and non-domestic requirements, low agricultural production and lack of market for livestock products over dependence on relief food as well as livestock economy, unexploited land, unutilized resources and worse of all social economic and political conflicts which impacts negatively on provision of quality education in respect of governments' good intention of formal schooling, pastoralists rejects the prospects of improvement and have preferred to maintain irrational behavior pattern (cattle rustling) as their traditional social practices (Dido, 1985).

National archives (1961), records show that the colonial government feared that the introduction of formal schooling would create unpreventable flow of people and ideas between the northern Kenya and the rest of the country. They believed that such unchecked flow was bound to give rise to various political awakening in the north. The colonial government had no wish to see similar agitation in a sparsely populated nomadic areas, where the control was difficult to enforce, That is why in the whole of northern frontier districts the first school was opened in 1948 in Wajir and the second in 1953 in Mandera a letter from the leaders of northern Frontier District addressed to the colonial Governor Stated that:-

National Archives (July 1961) records, shows that the British government ignored the issue of security, economy and educational

advancement in northern Kenya. As stated above pastoralists, cultural practice and their environmental conditions lead to critical attributes which can be used to address these conflicts and their effect on education.

Action-aid (1999), states to this end that the government is in the right direction in North-Rift Bandit affected areas, some Kshs 120M has been put aside with aim of restoring peace.

Dido (1985) states that in the last twenty years, the low school participation level the arid and semiarid part of Kenya has also been a source of constant worry to educational administrators and policy makers. The lifestyle and hardship economic pattern, poor physical amenities encountered in Marsabit District as part of arid and semi arid land in Kenya is not quite in conformity with the rest of their sedentary agricultural countrymen whom the provision of such services is relatively easier.

Statement of the Problem.

Political, socio-economic and tribal conflicts pose major challenges to education, schools are closed, teachers seek for transfers, formal learning is interrupted and in most cases fear is instilled in pupils and this could have permanent psychological impact on the learners. The government's effort for effective implementation of educational policies are adversely affected. Therefore because of such ethnic clashes, schools are closed indefinitely, interfering with learning process.

Performance in primary schools declines as a result of number factors such as nature of the environment the pupils stay and learn from, the peacefulness, infrastructural facilities, quality of teaching and parenting etc. It is against this background that the study tried to find out the underlying challenges other than supervisonial reasons ordinarily given. Thus answering the questions how inter-ethnic conflict affect primary school pupil's attendance

Purpose of Study

The purpose of the study was to establish the perception on inter ethnic conflict relative to pupils school attendance in Marsabit District. The study investigated the effects of poor school attendance and the consequences especially in education system in Marsabit District.

Research Objectives

The specific objectives of the study are;

To determine the perception on inter-ethnic conflict by peace committee in regard to causes, solutions and effect on pupils.

To find out perception on inter-ethnic conflict from the parents, elders and headteachers as to factors and ways of curbing conflict.

Research Questions

What are the perceptions on inter-ethnic conflict by peace committee as to causes, solutions and effect on pupils?

What are the perceptions on inter-ethnic conflict from parents, elders and headteachers as to factors in the ways of curbing inter-ethnic conflict?

Scope of the Study

The study was carried out in Marsabit district. Only 8 schools were covered due to limited finances, distance involved and time factor, the study was limited to headteacher, parents, peace committee and elders of Marsabit District, it therefore lacked national representation.

Significance of the Study

The study will help educational planners, stake holders, and the society to mobilize resources in order to improve on effects of inter-ethnic conflict on education. The information gathered will help the security personnel, leaders and community to redefine and pre-examine factor/ policies regarding the status of their children in school. It is also expected that it will increase data bank on education for future research and reference by other scholars.

It will help donors and non-governmental organizations operating in Marsabit district to prioritize their tasks, majority of them are involved in

child development and sponsorship programmes. These non-governmental organizations include:

- Food For The Hungry International (FHI), Christian Children Funds (CCF), Community Education Concern (CEC), Pastoral Integrated Support Programme (PISP) World Vision and United Nations International Children Education Fund (UNICEF)

Operational Definitions of Key Terms

DEO	District Education Officer
NCCK	National Christian Council of Kenya
SRIC	Security Research and Foundation Centre
NFD	Northern Frontier District
LDC	Less Developed Country
PACODEO	Pastroral Community Development Organisation
KHRC	Kenya Human Right Commission
ITDG	Intermediate Technology Development Group

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

Much of the researches done on factors that hinder provision of quality education did not single out impact of tribal clashes on education as a subject of investigation regarding the problems surrounding education and effect of these clashes on general environment and people's life.

The review tried to investigate and discuss various aspects of socio-economic and political practices that influences non-performance, drop-outs and constant closure of the schools resulting from inter-ethnic clashes in most cases researchers are seen not to be specific to northern Kenya but cited cases showing ethnic differences. Further, all the related literature review was reviewed from news papers, archives, school records, library books, internet, journals and people's interview.

Related literature

Impact of Clashes on Pupils

Peace is the back borne in every sphere of development. For pupils to achieve academic excellence, the environment under which they study should be conducive to suit their performance .The re-current clashes in Marsabit have hampered the education performance in the district pupils attend classes with pre-conceived minds of being attacked, Muchemi

(Sunday Nation July 10th , 2005), reported that St Paul is one of the best performing schools in Eastern Province. However, most parents could not attend the schools parents' day due to insecurity. In most cases children were traumatized by regular sound of gunfire, (Daily Nation JULY 14TH , 2005), reported on massacre in Marsabit District describing the school children as survivors of ghastly attack in which they gave their heart rendering stories.

Muchemi (Sunday Nation July 10th , 2005), reports that recently the students at bishop Gavallera girls secondary school narrated their ordeal to their parents blaming them for fighting one another complaining that their studies have been affected by the clashes.

Teachers Transfer from Insecurity Zones.

Most teachers became demoralized due to the hostile environment of frequent attack that forced them to request for transfer to evade escalating tension, hence causing dismal academic performance as a result of shortage of staff in affected areas. Muchemi, (Daily Nation June 17th , 2005) reports on the teacher's plight, where a number of teachers have been forced out of their schools as community members became hostile.

Learning Paralyzed In Education Institutions

Relentless conflict between different communities in Marsabit lead to closure of most schools as parents direct their energies to war-fare (Sunday Nation 14th, 2005) reported that, "school children bearing the

9

pain scattered dreams" escape terror and live to tell about agonies of as clashes owing to insecurity. These schools include; Manyatta Jillo, Gar Qarsa, Kubi Bagasa and Badasa primary schools in Gadamoji Division.

Competition for Scarce Resources

Chepwarwa (2003), cites, to a large extent, these conflicts which affect education provision, have been blamed on shrinking natural resources based in the region. Against this back ground, communities have been forced to compete for access and control over scarce grazing and other resources without reflecting on the impact that clashes will have on their children's education performance.

Displacement of Parents and Pupils

In peace stakeholders workshop entitled "Mediation and Peaces Building" organized by N.C.CK July 2003 at Marsabit to deliberate on tribal conflict, the participant discussed the impact of clashes on the community and unanimously agreed on the following; Creation of destitute community, Displacement of large segments of society, Negative effect on education sectors

They also intimated that major causes of the clashes are scarce resources, ethnicity, inappropriate policies, incitements and poor leadership.

Participants agreed that there was need for information gathering prior to any conflict outbreak involving all parties concerned, encouraging rapid responses, random patrolling and re-active investigation. In the findings, authors of conflicts in Northern Kenya (ITDG-2003), says that a total of

164,457 people have been displaced by conflict in Northern frontier Districts of Kenya, seventy percent of the displaced are women and children aged below fourteen years. These age categories of children are school going and this shows how precarious the situation is. The report also indicates that education system is affected when teachers are forced to withdraw from conflict stricken area.

Intervention by the Ministry of Educations Science and Technology (MOEST)

Inter-ethnic clashes and their effect on education in the district report confirms that besides pupils losing their lives in tribal clashes in Torbi, teachers houses and properties were equally vandalized and looted. This prompted teachers as well as some pupils and parents from Gadamoji, North Hor and Maikona to run away and take refuge in Marsabit town. The district education officers' remedial recommendations to MOEST 2005 requested the following; seriously affected schools be closed down until when the situation improved, relocation of pupils to other boarding schools with permission of parents and impressing upon the government to beef up security in the learning institutions. As a mid-term solution, the DEO recommended replacement of burnt textbooks, provision of schools feeding programmes (S.F.P), provision of guidance and counseling to assist traumatized pupils as well as assisting schools to do fencing of school compound.

Causes for Aggravated Security Problems in Marsabit District.

Availability of small arms; proliferation/influx of massive firearms from across the boarder has contributed to looming insecurity situation in Northern Frontier District (NFD) and in particular Marsabit District. The cases of highway banditry are very much pronounced because of the presence of illegal fire arms.

Cultural practices also impacts negatively on education performance. According to Dido (1985), early marriage of girl child and inter-ethnic clashes affects education in Marsabit district. Conflict in Northern Kenya which is influenced by culture has contributed to school dropouts. There is frequent movement of pupils from one school to another in different locality. This has lead to poor transition rate.

In the publication of the journal of world education (Vol.27, No.2 of 1997), it is stated that in the developing countries the nations/states could not consolidate their political and economic independence at the expense of hindering internalization and globalization of economic and social relations. This according to the journal has tended to fragment and create local space within which local cultural communities tries to create their own global connections and solidarities. These cultural communities strive for their survival, identify and meaning in their lives in view of new strategies of international economic interactions. The local space becomes the real areas for their existence given the marginalization which is occurring within the local spaces, these communities try to redefine their values and various forms of existence. They create local survival

12

structures, which draw from their cultural heritages and dynamic human cultures and traditions.

They try to create either their own global realities in conjunction with others. We need to learn from the experience as this offers them an opportunity to re-organize their lives in conjunction with others.

While it is true that most of the conflicts which have had impact on education in this areas are premised on mismanagement of natural resources the other catalyzing factor has been the law, hitherto unknown to many communities to day. Currently, there is absence of a coherent and comprehensive framework for conflict management, while there are scattered elements of such a framework, they have not been nationalized or harmonized. The creation of such policy is therefore the biggest preliminary challenge arising in these regions, therefore, there is need for a clearly articulated framework in order to put in place effective and functional structures for conflict management (Dido, 1985).

Politics fuel conflicts that affect education performance. It also play a major role in creating great catalysts to foster disharmony, for instance, the clan hatred still persist in Northern Kenya due to politics. To cope with this threat, communities have to realize that it is only through peaceful co-existence that such areas as provisions of a quality education could be optimized for their collective advantage (Cecelia, 1990).

Theoretical Framework

The research was based on theory of cultural lag and agrarian transformation and changes which states that transition from traditionalism to modernity all practices are abandoned in favor of the new and viable practices to create economic development.

The theories examine the social cultural economic and environmental factors that impose constraints on provision of formal schooling.

The state provided education in the name of modernity and progress, whereas the people in their traditional set up are perceived to be at the expense of their economic and social political security. The theory of cultural lag has been used to analyze peoples rising aspiration in the social setup in particular historical period, events and their impacts on education.

Numerous studies have been done on the role of schooling as catalyst of social change in the less developed countries (LDCs), as well as effects of schooling on wider process of socio-economic modernization of these regions.

Gorham (1978) states, that while in the context of LDCs economic groups and modernization have long been regarded as conceptual cousins by social scientist concerned with change in such societies the latter term is felt to include somewhat broader range of change indicator and education which constitute the focal point or much of the discussion regarding the education role as an agent of social change. One such indicator which is felt to be of particular importance for the process of

14

modernization or change in LDCs is the traditional institutional structures of these societies, implicit in much of the development research in LCDs has been the believe that these structures, including those which are responsible for passing of relevant knowledge and information from one generation to the next are poor vehicles for the transmission of the kind of skills and altitude associated with modern technology. This altitude has fuelled much of the debate concerning development technology to existing institutional constrains. Regardless of the role of technology, effective utilization of technology will to a very large extent depend on education of the ultimate user.

As Leagon and Loomis (1971) point out "formal education does not help much where the community continues to trust in and survive on the frayed ends of the customs and the traditions". This education will not be concerned with imparting specific skills and competence to individuals.

As Hurst (1978) points out, the propensity to remain unchanged is fictional and that the acceptance or rejection of particular changes is "plausibly" a matter of choice.

Ezeomah (1978) cites examples of how nomads have change their dietary patterns, clothing and communication by using transistor radios.

King (1970) states, within pastoral economies they have adapted commercialization of livestock, exemplified by launching skills among the

15

various pastoral Masaai clans of Kenya, majority accepted modern veterinary practices and they realized the usefulness

Hedlund and Helderman, (1972) point out, all these show that nomads adopt and assimilate into their culture what they regard and consider as practicable and worth adapting.

Conceptual Framework

For the purpose of this research, the researcher grouped these factors into social, cultural, political and institutional (Historical) as shown in figure 1 below.

The Conceptual Framework on Perception on Inter-ethnic Conflict Relative to Pupils' Attendance in Schools

Independent variable

- Ethnicity
- Poverty
- Possession of illegal fire arms
- Dialogue
- Attitude towards education
- Culture
- Geographical boundaries
- Civic Education

Dependent Variable

Pupils' attendance in school

CHAPTER THREE

METHODOLOGY

Research Design

This study employed descriptive research design to investigate the situation in Marsabit District in as far as the perception on inter-ethnic conflict on primary school attendance is concerned. Descriptive research studies were designed to obtain information concerning the current situation and other phenomena and whatever possible to draw valid conclusion from the facts discussed. (Koul Lokesh, 1984).

Research Population.

Population is defined as a group of people in which we happen to be interested in (Nisbet and Entwist, 1967). The population of the study comprise of head teachers, parent's peace committee/elders in Marsabit district.

According to Ferguson and George (1981), a sample is any group, sub aggregate by appropriate method from population. The research population comprised of 809 parents, 8 headteachers, 297 elders/peace committee from all the 8 schools in the divisions.

Sample Size

According to Ferguson and George (1981) a sample is any group, sub aggregate by appropriate method. From population the researcher sampled 8 primary schools, a tenths of the total targeted population to comprise a sample size (Mugenda and Mugenda 1999). This translated into 30 elders in the two divisions, 80 parents and 8 headteachers.

According to Ary (1972) a sample size of 10% and 20% of the population is adequate for survey study though the bigger the number the better. The samples of the elders, parents, pupils and headteachers that were selected assumed to be the true representation of the respective populations.

Sampling Procedure

Research instruments here are referred to as tools for collecting data, these included questionnaires, interviews and focus group discussions.

Research Instruments
Questionnaire

According to Mkapa (1997) a questionnaire is a carefully designed instrument for collecting data in accordance with specification of research questions, questionnaires are preferred due to their suitability as indicated by Mugenda and Mugenda (1999) questionnaires were filled by students, teachers and headteachers. The closed ended questions provided information that was easy to compute while the open ended questions

allow a greater depth of response thus adding quality to the data collected.

Interview Schedules

According to Koul 1974 an interview schedule is a devise consisting of set of questions which are asked and filled by interviewer in face to face situation with the interviewee. Mugenda and Mugenda (1999) indicates that the interview schedule has both structured and unstructured items. This eased classification, analysis of data and revealed deep and truthful views of the interviewee. The interview schedule were conducted informally for all the concerned parties they were used for gathering information from the headteachers, teachers, pupils, parents and peace committees.

Focus Group Discussion

According to Cohen and Manion (1994) the focus group discussion is special type of group in item of its size, purpose, composition and procedures. It is usually composed of 6-8 individuals randomly selected because they share certain characteristics which are relevant to the topic to be discussed, the focus groups comprise of homogenous members of the target population, the respondents are similar in terms of social class, age levels of knowledge, culture/ethnic characteristics and sex. This helps to create environments where participants are comfortable with each other and feel free to express their opinion.

The researcher utilized focus group discussion because they can produce a lot of information more quickly at less cost than individual interviews, are good for identifying and exploring believes, ideas or opinions in a community, are use for identifying relevant and appropriate

19

questions for individuals interviews. People usually feel comfortable in a focus group discussion because it is a form of discussion found naturally in molt communities (Cohen and Manion 1997).

Validity and Reliability of the Instruments

Questionnaires will help to gather enough information from the respondent within a short period of time, there is element of privacy and this will prompt the respondents to be free to answer questions. A reliability test will be conducted by use of the instruments to some respondents who were located in various schools.

Data Gathering Procedure

Research instruments here are referred as tools for collecting data. In this study the following tools will be used.

- Questionnaires
- Interviews schedules
- Focus group discussion.

Data Analysis

Data refers to raw information, unprocessed information, facts and figures. Data helps to identify the root causes of problems, so we can solve the problems but not the symptoms (Victoria L. Bernhardt 1998). Analysis refers to arrangement/organization of data which help in sorting out the evidence where respective materials addressing particular topics were physically separated and classified under the said topics (Bog Dan and Bikien 1999). Data was then entered into the statistical package for social sciences (SPSS) computer software for windows from where

measures of central tendency such as percentages were derived and used to analyze the data. Presentation were done using percentages (%) on tables to provide descriptive analysis of the situation prevailing in schools i.e. the perception on inter-ethnic conflict relative to pupil's school attendance in Marsabit District. Evidence was then interpreted in the light of objectives of the problem and investigation (Cohen and Manion 1994). Ones data was collected and it was organized into categories of topics:

Data from questionnaires, given to head teachers, and peace committee/elders and data from interview schedules given to parents inform of group discussion.

The arrangement/organization of data will help in sorting out the evidence where respective material addressing particular topics will be physically separated and classified under said topics. (Bogdan and Biklen,1999).

Ethical Consideration

The research targeted parents, elders headteachers and peace committee who provided information on tribal conflict and their perceptions on pupils' school attendance, information was treated with confidentiality.

Limitations of the Study

Marsabit district is comprised of four divisions but the study was confined to two divisions namely: Central and Gadamoji Division.

21

This region is normally without proper infrastructure (roads, water, hospitals, communication networks). Population is also nomadic and this makes it difficult to access information from mobile respondents.

The vast area to cover was one of the limitation, the researcher organized with the headteachers before visiting the school that saved time because the respondents were aware of the visitors.

The motorcycle was used to cover the long distance between schools.

For the case of language problems, the translator was used where respondents do not understand the researcher's language.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

Introduction

The purpose of this study was to investigate relationship between inter ethnic conflict and pupils school attendance, it was also to establish the effect of enter ethnic conflict on provision and access to quality education in Marsabit District. In this study, elders, heads of primary schools, parents and peace committees were investigated. This manner of approach helped to accomplish the objective and provide answers to research questions outlined in chapter one.

Table 1
Profile of the respondents

Category	Frequency	Percentage (%)
Gender		
Male	58	49.2
Female	60	50.8
Total	**118**	**100**
Age		
25-30	20	16.9
31-35	31	26.4
36-40	20	16.9
40 and above	47	39.8
Total	**118**	**100**
Designation		
Parents	80	67.8
Elders	15	12.7
Headteachers	8	6.8
Peace committee	15	12.7
Total	**118**	**100**

Focus Groups Discussions

Following focused group discussions a number of parents involved were similar i.e. 10 parents per school totaling to 80 parents. The participants were put in four (4) groups of 20 parents in each group. Each group was engaged in discussion for a week; and the major findings include the following

Causes of inter –ethnic conflict

Culture plays a significant role in inter –ethnic clashes, abject poverty caused by scarcity of resource such as water and pasture, presence of illicit arms in the area as an accelerator and selective application of law by the government.

Solutions to end inter –ethnic conflict.

Confiscation of illegally held fire arms, presence of government security on the ground, creation of peace a awareness programme, strengthens the role of local leaders, provision of alternative livelihoods and erection of more security police posts.

Effect of inter –ethnic conflict on pupils.

Absenteeism from schools, school drop –out, pupils loss of life, poor performance, understaffing resulting poor syllabus coverage and looting of property leading to poverty.

How to assists pupils affected by conflicts

Provision of boarding schools, rehabilitation of traumatized children through guidance and counseling and provision for alternative livelihood to the affected parents through the government initiative would assist pupils affected by inter-ethnic conflict.

Table 2
Perceived causes of inter-ethnic conflict by peace committees

Causes	Frequency	Percentage
Culture	5	16.7
Poverty /scarcity of resources	6	20
Illicit arms	15	50
Selective application of law	4	13.3
Total	30	100

Table 3
Perceived best solution to inter ethnic conflict by the peace committees

Solution	Frequency	Percentage
Confiscation of illegally held firearms	18	60
Creation of peace awareness programme	5	16.67
Provision of alternative livelihood	2	6.67
Erection of more security police posts	5	16.67
TOTAL	30	100

Table 4
Perceived strongest effect of inter-ethnic conflict on pupils by Peace Committees

Effect	Frequency	Percentage
Absenteeism from school	15	50
School drop-out	6	20
Pupils loss of life	4	13.3
Poor syllabus coverage	5	16.7
Total	30	100

As indicated in the above Tables (2,3,4), 50% of the respondents attributed the causes of inter-ethnic conflicts to the possession of illicit fire arms by the community. The confiscation of illegal fire arms can help to solve the problem of inter-ethnic conflict that has lead to poor school attendance as perceived effect of conflict on pupils by the peace committees. 50% of the respondents perceived absenteeism of pupils as the strongest effect of inter-ethnic conflict on pupils.

Table 5
Perception on Inter-ethnic Conflict from Parents, Elders and Headteachers as to Factors Contributing to Inter-ethnic Conflicts

Factors	Frequency	Percentages
Ethnicity	40	33.9
Incitement	20	16.9
Gun culture	30	25.4
Inappropriate government policies	10	8.5
Poor leadership	18	15.3
Total	118	100

It is a clear indication from the above table the 39.9 % of the respondents perceived ethnicity as a factor contributing to inter-ethnic conflict. The rest 60% combined respondents perceived gun-culture in

appropriate government policy incitement and poor leadership as factors contributing to inter-ethnic conflict.

Table 6

Perception on inter-ethnic Conflict from Parents, Elders and Headteachers as to Ways of Curbing Inter-ethnic Conflict

Ways	Frequency	Percentage
Civic education	45	38.1
Sporting events/cultural festivities	20	16.9
Regular police patrolling	30	25.4
Government addressing social challenges	23	19.5
Total	118	100

From the above Table 6, its clear that civic education was perceived as the strongest way of curbing inter-ethnic conflict as perceived by 38.1% of the respondents. The rest 62% combined perceived sporting events/cultural festivities, regular police patrol and government address on social economic challenges as ways of curbing inter-ethnic conflict.

PEACE COMMITTEE /ELDERS.

A total of 30 peace committee/elders were interviewed, and asked to give their views regarding conflict in the area, whether it has increased or decreased over the last 4 years. Except 3 (10%) all the rest 27 (90%) indicated that tribal clashes have increased. Then all agreed that inter – ethnic conflict had a tremendous effect on provision of quality education in the area and attributed the causes to in a appropriate intervention by the government and poor community perception on education and its benefits.

Table 7
Peace Committee/ Elders perception on inter –ethnic conflict.

	Frequency	Percentage
Increased	27	90
Decreased	3	10
TOTAL	30	100

Figure 1
Pie-chart showing Peace Committees/Elder's Perception on Inter-ethnic conflict.
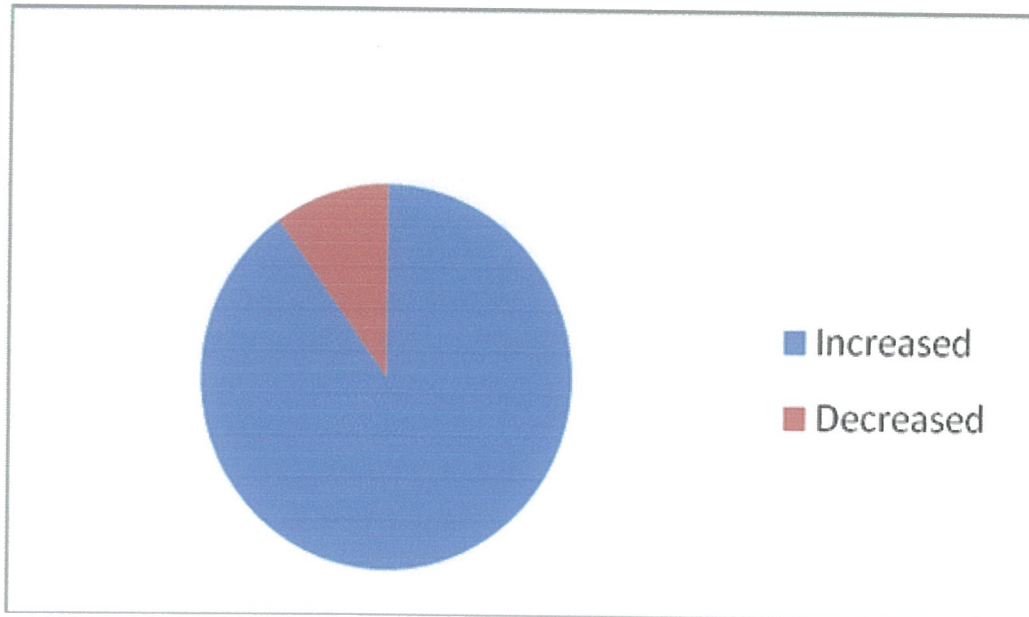
The pie chart above indicates that as far as elders /peace committee views are concerned the intensity and rate of inter –ethnic conflicts have tremendously increased with 27% of elders claiming that it has increased. They also mentioned other factors fueling tribal conflicts, these includes: ethnicity, incitement, negative effect of gun culture, inappropriate government policies and poor leadership.

CHAPTER FIVE

FINDINGS, CONCLUSSIONS AND RECOMMENDATIONS.

FINDINGS

The review of literature focused on education imbalance in Kenya, the traumatizing effect of inter –ethnic conflict on pupils, teachers transferring from insecurity zones, cattle rustling/raids as contributing factors to poverty paralyzed learning in institutions competition for scarce resources, displacement of parents and pupils and intervention measures by MOEST.

Availability of small fire arms, peace and reconciliation measures, loss of life and other related literature. The study deployed descriptive research design.

Data was collected by use of questionnaires interview guide observation and focus group discussion.
The findings revealed that:

From this study, elicit fire arms were perceived to be the major cause of inter-ethnic conflict as combined choice of 50% of the respondents.

Ethnicity fueled by scarcity of natural resources was perceived to be another cause of inter-ethnic conflict.

On perceived solution to inter-ethnic conflict from the peace committees, confiscation of illegal firearms was perceived to be the best solution to inter-ethnic conflict.

Absenteeism from the school was perceived to be the strongest effect of inter-ethnic conflict on pupils' school attendance which eventually contributes to poor performance.

On factors contributing to inter-ethnic conflict, ethnicity was perceived to be the major factor a combined choice of 33.9% of the respondent with 25% perceiving negative gun culture which fueled inter-ethnic conflict.

On the ways of curbing the inter-ethnic conflict, most parents, elders and headteachers perceived the civic education to the community as the best way of curbing the inter-ethnic conflict as said by 38% of the respondents. The rest 62% combined perceived sporting events, regular police patrol and government addressing social challenges as ways of curbing inter-ethnic conflict.

Teachers transfer from the insecurity zones affected learning and disrupted the normal school routine, most teachers have been forced out of schools as community members became hostile, Muchemi (Daily Nation Friday, June 17th 2005).

Learning in the most schools was paralyzed as parents –teachers and pupils direct their attention to war fare. (ITDG 2003), the authors' findings are that education sector has been affected such that there are frequent closures of the schools and increased drop out at lower levels.

Competition for scarce resources is also a contributing factor to inter ethnic conflict, Chepwarwa (2003), rites to a large extent, these conflicts which affect education provision, have been blamed on shrinking natural resources based in the region.

Displacement of parents and pupils. Reports given by NCCK (July 2005) during peace stakeholders workshop in Marsabit was that there was a creation of destitute community and displacement of large segment of society which had a negative effect on education sector.

Intervention measures by the ministry of education science and technology (MOEST) the district education officer Marsabit made the following recommendations to MOEST in order to improve the learning situation:

i.   The ministry to allow the office to close down the seriously affected schools.

ii.   Re –location of pupils to other boarding schools.

iii. The government to beef up security in the learning institutions.

iv.   Replacement of burnt text –books.

v.   Provision of school meals

vi.   Fencing the school compound

vii. Provision of guidance and counseling to assist traumatized children.

Loss of human life –the research found out that there was a lot of losses in terms of human life property and livestock. Kenya Human Right

Commission (2000) reported that (Kituruni, a Rendile village was attacked by a large group of bandits, the inhabitants were taken totally by surprise and several people were killed including school children. Eikalo (1998) reported that at another incident three young people were killed, a standard 8 girl and two boys both form four leavers.

Peace and reconciliation measures Kyallo (1998) said that, effort of reconciliation have been going on for many years. In 1972, a boarding school was opened to bring together pupils from different ethnic groups in Marsabit that is the Gabra, Rendile and Borana. Mwangaza magazine (VOL. V. 2006) reported that steering team was put in place to spearhead the integration of elders into the issue of insecurity.

CONCLUSSION

From the findings of the study, it can be concluded that the negative cultural practices, social –economic status, inappropriate policies have had major hindrances on education of children, inter ethnic conflict impacted negatively on education and therefore contributed to school drop –out, absenteeism, repetition, poor pupils enrollment which eventually contributed to poor performance and poor school attendance.

RECOMMENDATIONS

The remedy to the inter –ethnic conflicts that affect education in the study area can be achieved through the following initiatives:

Creation of comprehensive policy framework for conflict management, rationalizing /harmonizing reconciliation approach and the government should set up civic education which has not been effective in the past through community workshops.

Bring together leaders from different ethnic groups to discuss peace as they have political sway over their community, addressing socio-economic factors and reverting to the use of traditional system of conflict management.

The churches and NGO's to organize youth workshops to teach peace and hold peace walks and the government to bring people of different parties together for open discussion on the issues affecting them.

Government should give enough security through creation of more police post especially in conflict prone zones and there should be timely information gathering prior to outbreak of conflict.

Political leaders and government should stop preaching tribalism in the press. They should also be compelled to desist from inflammatory talks, government should improve community policing so that vices like illegal fire arms, cattle rustling can be eradicated.

Government should set up conflict prevention mechanism and implement them to the letter e.g. by organizing CBO's and religious leaders to deal with conflict as it arises.

Ngo's and government should support sporting events/activities as they help people to forge a common unity.

Government should make effort to ensure equal distribution of resources and access to better education and health care services (especially to the poor) as peace without justice will not be realized.

Peace stakeholders to come together and form organizations through which Ngo's, FBO's GOK and individuals who wish to assist can forward their donations for conflict detection mitigation and sustainable tool kit for peace building.

Establishment of more schools and boarding facilities for pastoral children and the disarmament programmes be put in place to stop increase in illegal fire arms.

Suggestions for further research

Role of government security agents in inter –ethnic conflict and provision or quality education to enhance pupils' school attendance.

Community based/home grown strategies to enhance pupils' attendance in conflict prone areas.

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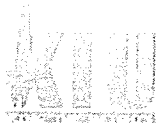
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APPENDICES

APPENDIX I

TRANSMITTAL LETTER

KAMPALA
INTERNATIONAL
UNIVERSITY

INSTITUTE OF OPEN AND DISTANCE LEARNING

OFFICE OF THE DIRECTOR

22nd March 2010

THE DISTRICT EDUCATION OFFICER,
MARSABIT DISTRICT
P.O. BOX 3, MARSABIT,

Dear Sir/Madam,

INTRODUCTION LETTER FOR RESEARCH

I have the pleasure to introduce **Wario Duba Liban Reg.No. MED/21915/81/DF** to you. He is a student of Masters Degree of Educational Management and Administration at Kampala International University. He is carrying out his research on **"Perception on Inter-ethnic conflict relative to Pupils attendance in school in Marsabit District. He** is at the data collection stage and your Institution / Organization has been identified as his area of study. It will therefore be appreciated if you can give the best assistance to him for a dependable research work.

The university will be counting on your kind cooperation.

Thank you

2 2 APR 2010

S. Owasanoye Phillip
Director of IODL Studies

APPENDIX II

BUDGET

Item	Description	Estimated amount (Kshs)
Stationery		
Flash disk	Flask disk for data storage	1,500
Plan reams of papers	White ream class A	500
Exercise books	2 quire hard cover	300
Pencils	HB Germany	60
Pens	Fine bic blue (10)	120
Sub total		2,480
Proposal writing		
Typing and printing	Typing and printing draft proposal	1000
Questionnaires	Typing, printing and photocopying	10,000
Printing /photocopying	Printing of final draft	2,500
Research report final draft	5 copies	5,000
Sub total		17,500

Transport		
Transport	From Kampala to Marsabit (return journey)	12,000
Transport	Submission of report (return journey)	12,000
Transport	Data collection	6,000
Accommodation	Meals and accommodation	4,000
Sub total		**34,000**
Contingency (10% of grand total)		5,398
Grand total		**53,980**

APPENDIX III: TIME SCHEDULE

Date	Activity
10th – 30th April 2010	- Organize for funds to carryout research - writing proposal and presentation
1st may – 15th may 2010	- Collection of data
10th July – 30th July	- Compiling the research - Proof reading
1st august – 30th august 2010	Submit the thesis to the supervisor.

APPENDIX IV

QUESTIONNAIRE FOR PARENTS, ELDERS, HEADTEACHERS AND PEACE COMMITTEES

Tick the option below that best describe you .

Part A: Biographic data

1. Gender

   Males ☐   Female ☐

2. Age (years)

   25 – 30 ☐

   30 – 35 ☐

   35 – 40 ☐

   40 and above ☐

3. Designation

   Parent ☐

   Elder ☐

   Headteacher ☐

   Peace Committee ☐

PART B: INTER-ETHNIC CONFLICT

SA- Strongly Agree A- Agree   U- Undecided   D – Disagree

		SA	A	U	D
1.	Culture is a cause of inter-ethnic conflict				
2.	Poverty and scarcity of natural resources cause inter-ethnic conflict				
3.	Presence of illicit fire arms in the area causes inter-ethnic conflict				
4.	Selective application of justice by the government is one of the causes of inter-ethnic conflict.				
5.	Confiscation of illegal fire-arms can solve inter-ethnic conflict				
6.	Creation of peace awareness programme is a solution to inter-ethnic conflict.				
7.	Provision of alternative livelihood other than livestock keeping can minimize inter-ethnic conflict				
8.	When more police posts will be elected inter-ethnic conflict can be reduced.				
9.	Chronic absenteeism of pupils is as a result of inter-ethnic conflict.				
10.	Majority of school drop-out cases is as a result of inter-ethnic conflict				
11.	Loss of life in most cases has been attributed to inter-ethnic conflict				
12.	Inter-ethnic conflict leads to poor syllabus coverage in schools				

45

13.	Ethnicity is one factor that contributes to inter-ethnic conflict				
14.	Incitement from politicians contribute to inter-ethnic conflict				
15.	Possession of illegal guns by Kenya police reserves contributes to inter-ethnic conflict				
16.	Absence of a comprehensive policy framework contributes to inter ethnic conflict				
17.	Poor community leadership is a contributing factor to inter-ethnic conflicts				
18.	Civic education can help to curb inter-ethnic conflict				
19.	Creation of public forum for sporting events and cultural festivities can help to curb conflict.				
20.	Regular police patrol can curb inter ethnic conflict				
21.	If the government would address social economic challenges, inter-ethnic conflict would cease				
22.	In your opinion, how have the inter-ethnic been in the last four years.				

CURRICULUM VITAE

BIOGRAPHY

Name   :   Wario Duba Liban

Year of birth :   1974

Sex   :   Male

Id No.   :   12754064

Nationality   :   Kenyan

Telephone   :   +254 728215634

Address   :   P.O.box 51 Marsabit

Religion   :   Christian

Language   :   English, Kiswahili and Boran

Current Employer :   Teachers Service Commission (TSC)

EDUCATION BACKGROUND

2008 – 2010   MED   Kampala International University

2002 – 2007   BED   University of Nairobi (UON)

1995 – 1997   PTE   Bondo Teachers College

1991 – 1994   KCSE Marsabit High School

1983 – 1990   KCPE St. Peters Primary School

WORKING EXPERIENCE

- Assistant Education Officer (AEO), Gadamoji Division – Marsabit District (2008 to Date)
- Headteacher Boru Haro Primary School (2006 – 2008)
- Deputy Headteacher St. Peters Primary School (2002 – 2006)
- Senior Teacher Gororukesa Primary school (1999 – 2002)
- Assistant Teacher Badassa Primary School (1997 – 1999)

47

INTERESTS AND HOBBIES

- Reading news papers
- Volley ball
- Participating in conflict resolution

REFEREES

Dr. Christopher Galgallo (PhD) – Jawahalal Neru University – India.
Senior Lecturer Thogoto Teachers Training College

Mr. Roba Serekha
University of Nairobi
DEO – Kibwezi District

Mr. Dominic Diba
DICECE P.O – Marsabit,
Kenyatta University (BED)

LIST OF FIGURES