

**THE IMPACTS OF ARMED CONFLICT ON EDUCATION PERFORMANCE IN  
PRIMARY SCHOOLS OF TURKANA SUB COUNTY, TURKANA COUNTY**

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**A RESEARCH PROJECT REPORT SUBMITTED TO THE DEPARTMENT OF  
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## ABSTRACT

This study was guided by the following objectives; to study the effects of ethnic conflicts on educational access of primary schools pupils of Turkana Sub County, Turkana County; to study the destruction of conflicts on school infrastructure of primary schools pupils of Turkana Sub County, Turkana County and to study the influence of conflicts on quality of education of primary schools pupils of county. The design of this research was descriptive survey research design. A descriptive survey research seeks to obtain information that describes existing phenomena by asking individuals about their perceptions, attitude, behavior or values (Mugenda and Mugenda 2004). The target populations for the study were primary school going pupils of Turkana Sub County, Turkana County. The sample size was 10 head teachers, 30 pupils and 25 teachers from the target population. Teachers were purposively sampled while the pupils sampled through simple random sampling. Views were collected through questionnaires from teachers, head teachers and pupils. "Data was analyzed through the use of Statistical Packages for Social Sciences (SPSS) and presented by use of frequency tables. The research was guided by Maslow need theory by Maslow (1968), the implication of this theory to the study in relation to teaching and learning is that, for teaching and learning to be effective and efficient to improve upon performance, adequate provision of teaching learning materials and other study material need to be considered before self-actualization can be achieved. This theory ensured that the researcher was relevant to the study objectives. The study established according to the responses collected in average most conflicts are tribal and more of as a result of cattle rustling and commotion for shared resources such as grazing lands and watering points. Political strife is however the lowest type of conflict in this area. In these conflicts, use of weapons is significant. Most of the weapons used ranged from crude weapons such as machetes, arrows to other dangerous weapons such as guns. The family property, loss of life and loss of homes are found to be the main losses in times of conflicts. These losses affected school going children a lot due to loss of livelihood and stability due to loss of a home. All pupils admitted to being affected by conflicts in one way or another. The teachers indicated that whenever there were conflicts in the area they experienced the lowest mean score hence poor performance. School attendance was however mentioned as the most affected. This was attributed to insecurity that could not allow pupils and even teachers to move freely. The study recommends the need to revamp existing facilities, entrench mobile schools and strengthen legislation for compulsory education in this way, education can be provided that respects the nomadic lifestyle, improvement of the infrastructure in the affected areas, disarm communities to reduce chances of armed conflict, provide guidance and counseling in schools and provide boarding facilities for school going children