

**CONFLICT AND ITS EFFECT ON STUDENT PERFORMANCE IN SOMALIA**

**A CASE OF SOMALI STUDENT IN KIU**

**KAMPALA-UGANDA**

**BY**

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**DECLARATION**

**I, AHMED MOHAMED JAMA** declares that this research is my original work and has never been presented to any university for award of any academic certificate or anything similar to such. I solemnly bear and stand to correct any inconsistency.

Signature *Ahmed Mohamed Jama*

DATE *15/04/2013*

**AHMED MOHAMED JAMA**

**APPROVAL**

The report entitled —“Conflict and its effect on student performance in Somalia” was under my supervision

Signatures .....  .....

DATE.....15.04.2013.....

**Dr. ABUGA MOKONO ISAAC**

## **DEDICATION**

This work is affectionately dedicated to my beloved family, specially my beloved parents, all my brothers and sisters (specially, I dedicate to my brother faysal who pass away when I was conducting this research, my his soul rest on the paradise), and my uncle **osman jama gafadhe**. For Their support, patience and understanding and for enduring my long and frequent absence during this period of study not forgetting all those who constantly wished me success.

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## **LIST OF ABBREVIATIONS**

<b>KIU</b>	<b>KAMPALA INTERNATIONAL UNIVERSITY</b>
<b>SPSS</b>	<b>STATISTICAL PACKAGE FOR SOCIAL SCIENCE</b>
<b>UN</b>	<b>UNITED NATIONS</b>
<b>GPA</b>	<b>GRADE PERCENTAGE AVERAGE</b>
<b>MDGs</b>	<b>MILLENNIUM DEVELOPMENT GOALS</b>
<b>UK</b>	<b>UNITED KINGDOM</b>
<b>ICU</b>	<b>ISLAMIC COURTS UNION</b>

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## Abstract

The topic of the study was **conflict and its effect on student performance in somalia, case study of kiu somali student in kampala-uganda**. The problem was to find out the effect of conflict on students performance.

The purpose of the study was to establish relationship between conflicts and students performance in Somali student in KIU, Kampala, Uganda.

The objectives of the study were to determine the profile of the respondents in terms of gender, age, level of education and experience, to examine the extent of conflict in Somalia, to investigate the performance of students in various disciplines, to determine if there is a significance relationship between conflict and student performance in KIU, and to determine if their significance difference between conflict and student performance.

The study was conducted through descriptive survey used mean and standard deviation and correlation research was designed quantitative and qualitative approach with a questionnaire which includes 40 respondents from selected KIU University in Kampala, Uganda.

The findings of the study indicated the following;

The study discovered that there is conflict in Somali students, including functional and dysfunctional based on tribalism and historical background of the student.

The negative impact of conflict on student performance is decreased efficiency, quality, and the GPA decreased of student and they perform poorly caused much of them not completed their study or performed dis-satisfactorily. The study also discovered that there is conflict including negative side which dysfunctional conflict and this is the negative impact, lack of trust, poor performance; reduce on ability to innovate, and perform well.

In Conclusion was made in line with the themes of the study and were based on the findings of the study, it was concluded that poor performance was caused by several factors which included internal conflicts, external conflicts, interest conflict among student and historical differences. In other words, low level of class attendance, communication barriers, low level of class participation and group discussions found out as the main source of poor performance.

The study lastly concluded that students class attendances, class participation, discussions were low. Mean while, there is a barrier of communication between student and lecturers; Further more, the study concluded the there were low performance caused poor method of reading, Absentism, and environmental conditions.

It was recommended that there is need to address the issues that led to conflict that is by reconcile the clan in the Somalia, the government should address the issues of education system in Somalia to promote well standardized education that line with the MDGs. Government of Somalia with seeking help of international community should seek ways to address the problem of warring party and the ideology of clannism, and should deal the clan based problems to prevent conflict that resulted from such fronts.

It was recommended that the student should be focus on there study and leave behind other manner issue like clan ideology and historical background.

It recommended also that the student associations pays special attention to improving organizational practices by modifying communications, reducing differences, reducing internal conflict among students and giving training students to integrate one an other.

## CHAPTER ONE

### THE PROBLEM AND ITS SCOPE

#### 1.0 INTRODUCTION

Violent mass conflict disrupts the lives of millions of people around the world each year. Analysis and conflict resolution and prevention programmes are commonly driven by regional, national and international perspectives (MICROCON, 2006). This is perhaps particularly important in the context of protracted crises, where there are often complex and rather localised conflict dynamics.

Conflict and the threat of conflict constitute powerful and characteristic features of Africa's political economy. At the end of the Cold War – 1989-1991—Africa contained 30% of the world's nations; roughly 10 % of the world's population and 5% of the world's economic product. If marked by the toppling of the Berlin wall in 1989, the end of the Cold War found 46% of the world's civil wars taking place in Africa, however; if by the fall of the Soviet Union in 1991, a full 53% (Robert, 2005).

Somalia has experienced nearly three decades of instability and intrastate conflict of varying intensity. The many active armed groups in Somalia range from non-state actors with clearly political agendas to local militias and criminal gangs. Since 1991, Somalia has been without a stable central government to ensure security for its people and their property. Due to the civil war and the aggravation of severe poverty, especially in marginal rural areas, the traditional clan based conflict resolution mechanisms and the application of customary laws have been weakened and disappeared in some parts of the country. However, competition between clan groups over access to, and control of, meager natural resources (fertile pasture land and water points) seems to top the list as the root cause of conflicts in Somalia (CAAL, 2010).

Somalia's history of conflict reveals an intriguing paradox—namely, many of the factors that drive armed conflict have also played a role in managing, ending, or preventing war. For instance, clannism and clan cleavages are a source of conflict—

used to divide Somalis, fuel endemic clashes over resources and power, used to mobilize militia, and make broad-based reconciliation very difficult to achieve. Most of Somalia's armed clashes since 1991 have been fought in the name of clan, often as a result of political leaders manipulating clannism for their own purposes. Yet traditional clan elders are a primary source of conflict mediation, clan-based customary law serves as the basis for negotiated settlements, and clan-based blood-payment groups serve as a deterrent to armed violence (World Bank, 2005).

**Coser's theory** of integrating forces of conflict, Coser argues that conflict is instinctual for us, so we find it everywhere in human society. There is the conflict of war, but there is also the conflict that we find in our daily lives and relationships.

Conflict is ubiquitous at all levels of human social relationships. Some social scientists have given conflict a bad reputation by linking it with psychopathology, social disorder and war (Burton, 1990).

Conflict can be defined as disagreement between two or more individuals or groups, with each individual or group trying to gain acceptance of its view or objectives over the others (Austin, David L. "Conflict: A more professional Approach personal Administrator," 1976)

Performance is the organization's ability to attain its goals by using resources in an efficient and effective manner. (Robin, 1991)

Performance is as the result of application of efforts, mental or physical in an organization, (Carroll & Tosi, 1977).

Among the most commonly accepted theories of job performance comes from the work of John P. Campbell and colleagues. Coming from a psychological perspective, Campbell describes job performance as an individual level variable. That is, performance is something a single person does.

Conflict is a situation of competition in which the parties are aware of the incompatibility with the wishes of the other (Kenneth Boulding, 1962). In theory, conflict, like water and fire, is neither good nor bad. Unlike water or fire, however, conflict is not something that can be directly touched, weighed or seen. It lies in the

minds of the people who are in conflict. The results of conflict can be seen, however, when it shows itself in arguing, brooding, or fighting.

In this case, conflict in Somalia became dysfunctional. Conflict emerged as power struggle in mid 1980s between the military regime and Somali patriotism movements (later turned into war lords). The conflict has been on truck the last 20<sup>th</sup> years. It affected all the sectors in the country like health, security, education and so on. All these sectors are the fundamental human life of a citizen in every country in this world today.

The conflict impacted negatively on the youth which most of them are student. Conflict results un-equal distribution of resources, communication barriers, bad governance, and unnecessary stress which has lead to reduced student effectiveness and performance. A student struggling to perform well in universities but the conflict in Somali has been continuously affecting them. Many of these youth (students) are studying in Asia and African countries. The conflict has been effecting indirectly or psychologically for the student. Also the traditional clan based conflict has been affected students. Its characteristics impacted student organizations and divided student into groups that based on clannism and believe different clan orientations.

### **1.1 Problem statement**

Conflict in Somalia has been high for a long time. Insecurity and inter-clan conflicts have been running in Somalia for long cannot be denied. This conflict was for long fuelled by the warring clans in Somalia, interest groups, war lords and ideological differences that existed the last six years. Conflict has been affecting students' performance in many ways; immoral, psychological affects, interest of resource in conflict zones and inter clan conflict. Immoral and poor performance at university is closely linked to the family conflict background.

Conflict has been affected adults to perform a very well in their academic for example, some are failed to complete their education while others take dead semesters as well as re-takes become normal because of conflict escalating in Somalia. This vicious problem has propagated the social problems.



If this is not addressed, the influence of low performance may trickle down to the students and impact negatively on their academic and even social endeavours, effective durable peace would be solution the problem of low student performance in universities, while a good governance structure provides a well happiness. If these factors are built in effective way, then student performance will be high. Therefore, this research were emphasised the conflict and students' performance of the Somali student in Kampala international university (KIU) in order to sustain the academic performance of the students.

### **1.3 Purpose of the study**

1. To identify the strength and weakness of the respondents in terms conflict and student performance in Kampala international university Somali student.
2. Validate the theory on which the study based on the study.
3. Test hypothesis on the study
4. Identify the gap within the existing research.
5. To contribute to existing knowledge by filling the existing gap.

### **1.4 General objective**

To determine the relationship between conflict and student performance in KIU Somali students

### **1.5 Specific Objectives**

1. To determine the profile of the respondents
2. To examine the extent of conflict in Somalia
3. To investigate the performance of students in various disciplines.
4. To determine if there is a significance relationship between conflict management and student performance at KIU.

## **1.6 Research questions**

1. What is the profile of the respondents?
2. To what extent of conflict in Somalia?
3. How is the performance of the students in various disciplines?
4. Is there significance relationship between conflict and student performance in KIU?

## **1.7 The Scope the study**

### **1.7.0. Theoretical scope**

**Coser's theory** of integrating forces of conflict, Coser argues that conflict is instinctual for us, so we find it everywhere in human society. There is the conflict of war, but there is also the conflict that we find in our daily lives and relationships. Notice that this internal conflict is actually between or among groups that function within the same social system. Examples of external group conflicts are the wars in which a nation may involve itself. When considering the consequences for internal group conflict, Coser is concerned with low-level and more frequent conflict.

### **1.7.1. Geographical scope**

The study was carried out and restricted to KIU Somali student in Uganda, The research covered Central Region of Uganda. The researcher was selected KIU, Kampala, Uganda because of its ease access to the required information.

### **1.7.2. Content Scope**

The research study was emphasized mostly on conflict and student performance on Somali student in Uganda.

### **1.7.3. Time scope**

This research was took place a period between September 2012 and January 2013.

## **1.8. Significance of the study**

### **1.8.0. Policy makers**

This study was also useful to the policy makers of republic of Somalia towards the conflict between students to ensure they meet their targets of improving student performance. The study was also added to the existing stock of knowledge in central region in Uganda. It was provided reliable data to the statistics bodies.

The students' associations are able to manage conflict effectively for the better performance of their future education.

### **1.8.1. Future researchers and academics**

The study was benefited to other researchers to get a basis for further research of the impact of conflict and student performance. This was lead to the generation of ideas for better understanding of the affect of conflict on student performance

It can be also used by other researchers, organizations, KIU students, students of other universities and administrators to use the findings for further reference on conflict.

### **1.8.2. Community and Entire universities**

To the student associations; the findings of the study may bring in new knowledge on the challenges involved in trying to solve the problems that breed poor performance in the universities in Uganda like KIU as well as Somalia and how to close these loopholes.

## **1.9. Operational definition of key terms**

**Conflict** is defined as the difference between individuals, groups that increase the chances of conflict happening. This conflict is caused by conflict trigger that appears to stimulate symptoms of destructive conflict become apparent.

**Performance** is the process of knowing the level of students' performance compared to the standards of the universities like pass mark, average, above average, good, and excellent depend on university standard. Performance is the method of evaluating the behavior or action of some one considering standards of the organization. Performance in generally is always measured in terms of results and not effort.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### Concepts, Ideas, Opinions from Authors/ Experts

#### 2.0. Introduction

This chapter studies and covers the existing literature on the causes and effects of conflict on student performance in Somalia. It examines the aspects of why, how conflict is perpetrated and what effects it has on the student performance.

#### 2.1. Conflict variable

**Conflict** is the process by which parties with differing wishes each believe that the other will act or is acting against them, and engage in behavior seeking to damage the other party. While conflict is often seen as negative, some types of conflict, in certain settings, can have a positive outcome (M. Afzalur Rahim, 2000)

Conflict management involves implementing strategies to limit the negative aspects of conflict and to increase the positive aspects of conflict at a level equal to or higher than where the conflict is taking place. Furthermore, the aim of conflict management is to enhance learning and group outcomes (effectiveness or performance in organizational setting) (Rahim, 2002, p. 208)

Violent mass conflict disrupts the lives of millions of people around the world each year. Analysis and conflict resolution and prevention programmes are commonly driven by regional, national and international perspectives (MICROCON, 2006).

The Somali territories cover a large part of the Horn of Africa, reaching into present day Kenya, Ethiopia and Djibouti. The Republic of Somalia has effectively split into three main parts. In the north west Somali regions, the Republic of Somaliland was established in 1991. It has remained largely peaceful since 1997, with large-scale refugee repatriation, and hosts people seeking refuge from the southern Somali

regions and the Somali region of Ethiopia, and labour migrants from elsewhere in the Horn of Africa and further afield. The northeastern regional state of Puntland, established in 1998, is relatively stable and has seen some post-conflict reconstruction, limited return migration, and the arrival of displaced people from south-central Somalia and the Somali region of Ethiopia. In the war torn south-central regions, the ousting of the Islamic Courts Union (ICU) by Ethiopian and Transitional Federal Government forces has not brought peace, with remnants of the ICU mounting a vigorous insurgency campaign. Fighting in Mogadishu displaced over 870,000 people in since January 2007 (some two thirds of the city's population), and 1.1 million people are internally displaced with in south-central Somalia (NGO statement 2008 cited by Anna 2009).

Somalia has experienced nearly three decades of instability and intrastate conflict of varying intensity. The many active armed groups in Somalia range from non-state actors with clearly political agendas to local militias and criminal gangs. Since 1991, Somalia has been without a stable central government to ensure security for its people and their property. Due to the civil war and the aggravation of severe poverty, especially in marginal rural areas, the traditional clan based conflict resolution mechanisms and the application of customary laws have been weakened and disappeared in some parts of the country. However, competition between clan groups over access to, and control of, meager natural resources (fertile pasture land and water points) seems to top the list as the root cause of conflicts in Somalia. The well documented and continuing armed hostilities in South Central Somalia between the various warring factions and the Transitional Federal Government has severely reduced accessibility to selected project areas, hence making project and programme implementation difficult. Since 1991, Somalia has been without a stable central government to ensure security for its people and their property. Due to the civil war and the aggravation of severe poverty, especially in marginal rural areas, the traditional clan based conflict resolution mechanisms and the application of customary laws have been weakened and disappeared in some parts of the country.

Conflict and the threat of conflict constitute powerful and characteristic features of Africa's political economy. At the end of the Cold War – 1989-1991—Africa contained 30% of the world's nations; roughly 10 % of the world's population and 5% of the world's economic product. If marked by the toppling of the Berlin wall in 1989, the end of the Cold War found 46% of the world's civil wars taking place in Africa, however; if by the fall of the Soviet Union in 1991, a full 53%. While peace has returned to such war torn societies as Liberia, Sierra Leone, and Angola – other regions, such as Congo, remain embattled. (Robert, 2005).

Internal conflict in the larger social system, as between different groups within the United States, releases hostilities, creates norms for dealing with conflict, and develops lines of authority and judiciary systems. Remember that Coser sees conflict as instinctual for humans. Thus, a society must always contend with the psychological need of individuals to engage in conflict. Coser appears to argue that this need can build up over time and become explosive. Low-level, frequent conflict tends to release hostilities and thus keep conflict from building and becoming disintegrative for the system. This kind of conflict also creates pressures for society to produce norms governing conflict. For example, most of the formal norms (laws) governing labor in Western capitalist countries came about because of the conflict between labor and management.

The different groups involved in conflict also experience functional results, especially when the conflict is more violent. As a group experiences external conflict, the boundaries surrounding the group become stronger, the members of the group experience greater solidarity, power is exercised more efficiently, and the group tends to form coalitions with other groups (the more violent the conflict is, the more intensified are these effects). In order for any group to exist, it must include some people and exclude others. This inclusion/exclusion process involves producing and regulating different behaviors, ways of feeling and thinking, cultural symbols, and so forth. These differences constitute a group boundary that clearly demarcates those who belong from those who do not. "conflict sets boundaries between groups within a social system by strengthening group consciousness and awareness of

separateness, thus establishing the identity of groups within the system” (Coser, 1956)

### **Root causes of the Somali conflict**

The Somali civil war has multiple and complex causes including political, economic, cultural and psychological. Various external and internal actors have played different roles during the various stages of the conflict. Based on our observations and readings of peace-building literature, we argue that the root causes of the Somali conflict were competition for resources and/or power, a repressive state and the colonial legacy. We also regard as contributing causes the politicised clan identity, the availability of weapons, the large numbers of unemployed youth, and certain aspects of the Somali culture that sanction the use of violence.

### **2.2. Performance variable**

**Performance** is the process of knowing the level of students’ performance compared to the standards of the universities like pass mark, average, above average, good, and excellent depend on university standard. Performance is the method of evaluating the behavior or action of some one considering standards of the organization. Performance in generally is always measured in terms of results and not effort.

The accomplishment of a given task measured against preset known standards of accuracy, completeness, cost, and speed. In a contract, performance is deemed to be the fulfillment of an obligation, in a manner that releases the performer from all liabilities under the contract.

Determinants of students' performance have been the subject of ongoing debate among educators, academics, and policy makers. There have been many studies that sought to examine this issue and their findings point out to hard work, class attendance, previous schooling, parents’ education, family income and self motivation as factors that have a significant effect on the students GPA. Most of those studies have focused on students' performance in the U.S. and Europe.



However, since cultural differences may play a role in shaping the factors that affect students' performance, it is very important to examine those relevant factors to the Somali society.

Student performance can measure and determine the level of class attendance like the level of student's participation on class activities, the level of discussions among students and the percentage of the student's capacity of understanding the lectures in terms of inward communication.

The aim of this study was to investigate the attendance level of students of the College of Business and Economics and college of humanities and social science in relation to these students' performance and taking into account variables pertaining to the Society. Using a sample of 40<sup>th</sup> student and regression analysis, our results show that the most important factor that affects student's performance was the student's competence in understanding. Besides competence in understanding, students who participate in class discussion and those on leave outperform other students.

Student's performance was determines how he/she perform their GPA like the average of the final exam, the performance of continues test assessments and student's course works/assignments. The factors that negatively affect student's performance the most are missing too many lectures and lack of student participation in any form the activities going on inside the class and as well as outside the class. The results also show that non-national students outperform national students and female students outperform their male counterpart.

Student's performance was determines the level of communication between students and lectures as well as among students like capacity of understanding of English language, speaking and listening. How is the student's feedback towards lectures explanation? Effective communication determines student's performance and helped so many students to perform well.

Coser makes the case for two kinds of functional consequences of conflict: conflict that occurs within a group and conflict that occurs outside the group. An example of internal conflict is the tension that can exist between indigenous populations or first

nations and the national government. Notice that this internal conflict is actually between or among groups that function within the same social system. Examples of external group conflicts are the wars in which a nation may involve itself. When considering the consequences for internal group conflict, Coser is concerned with low-level and more frequent conflict. When explaining the consequences for external conflict, he is thinking about more violent conflict.

### **2.3. Related studies**

LM Makhubela (2010) conflict resolution in Somalia: learning from failed mediation processes, the seeds for the Somali conflict were planted in 1897 and later in 1987 when the country was divided among the British, Italian and French colonial powers and with the British transfer of the Ogaden's autonomy to Ethiopia (Lewis 2005:40 & 131; Lewis 1994:93). Importantly, the 1969 coup General Mohamed Siyad Barre who was a member of the Marehan sub-clan of the Darod and 1978 Ogaden war with Ethiopia were the turning points in Somalia civil war. Barre's main rival was the warlord, Mohamed Farah Aided, who was a Hawiye and who succeeded in gaining control of the capital Mogadishu. Tadesse (2002:19) and Adam (2008:9) attribute the Ogaden military attack by said Barre to pan-Somali nationalism, which had most of its support in the military establishment. Importantly, pan-Somali nationalism was based on the notion of greater Somalia, which included the Ogaden, the north frontier district of Kenya (NFD) and Djibouti. The idea was based on the need to unite the country and restore it to its pre-1897 borders.

Feinstein international center (2011) conflict in the Somali Region of Ethiopia: can education promote peace-building?, The number of schools consistently and directly affected by conflict in the BRIDGES project areas appears to be surprisingly low, and this was unexpected given the overall level of violence in Afdher and Shinile. Stakeholders did not consider conflict to be one of the defining factors that influenced accessibility, levels of enrolment, or retention of students. The BRIDGES mid-term review findings confirm this situation (Napier and Bekele, 2010). This does not mean that there are no impacts of conflict on education but that they are not as significant as expected.

The general effects of conflict on education are well documented by both DFID and SCUK (SCUK, 2006 and 2010; Smith and Vaux, 2003). The primary point made by these studies is that if the second MDG of achieving universal primary school education is to be achieved, then special attention needs to be given to education in conflict-affected countries. These countries are significantly under-resourced, have the highest levels of poverty, and fewest opportunities for its children to attend school— with possibly a third of the world’s children missing out as a result of this situation. The case for investment in these significantly under-resourced conflict-affected countries also extends to conflict-affected environments such as the Somali Region of southern Ethiopia, with the premise being that investment in education in conflict-affected areas “accelerates recovery and institutional stability” as well as laying the foundation for peaceful and prosperous nations (Save the Children UK, 2010).

Ivancevich M.john, (2005), Conflict and changes are as inherent in the social world as order and permanence UK, found that Newton’s physical law that each action produces a reaction has its counterpart in social theory. Kant and Hegel helped us to see that every individual, group, organization, or other unit in society represents a force whose action stimulates many counterforce. When force meets counterforce, either cooperation or conflict can result, depending on many factors. In either case, a new product or relationship (or synthesis, as Hegel would call it) emerges from the interaction. When the synthesis comes from conflict, the interaction is likely to more costly and destructive than when it comes from cooperation. But even then, conflict can be pursued and managed in less costly ways.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0. Research design**

The study was carried out using the cross-sectional survey design to attain the relationship between conflict and student performance. However, according to (Amin, 2005), a cross sectional research design is the most commonly used research method in social research. This design was selected on the ground that it aimed at providing a systematic description that is accurate as possible.

#### **3.1. Research population**

The target population of this study was 45 and sample size was 40 respondents who were involved, departmental heads, students association, and Somali Embassy. The departmental heads were purposely selected because they head the different departments at the universities aware any developments towards student performance, thus it found to be equipped with information necessary for building the research. The student leaders were selected because they are head of different associations whereas the Somali embassy will purposely selected because they work within the universities institutions and therefore they are aware the role of the student conflict and their academic performance.

#### **3.2. Sample and Sampling Technique**

It is often impossible to study the whole of the target population, and therefore, the study was used sample (40) respondents out of the seventy sixth in KIU. The sampling technique or method was a simple random sampling, which involves giving a number to every subject or member of the accessible population, putting these numbers in a list and then picking any number randomly.

**This table shows the categories respondents and sample size**

<b>Category of the respondent</b>	<b>Population</b>	<b>Sample size</b>
Departmental heads	<b>10</b>	<b>10</b>
Students leaders	<b>20</b>	<b>17</b>
Somali embassy	<b>15</b>	<b>13</b>
<b>Total</b>	<b>45</b>	<b>40</b>

### **3.3. Sampling Procedure**

The researcher used Sloven's formula to select the respondents of the study from the population; using the following formula:

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

Where n is the required sample size, N is the target population size and e is the standard error or level of significance, which is popularly known to be =0.05 or 5%. For this study, N = 150 and so the sample size was calculated as follows;

$$n = \frac{45}{1 + 45(0.05)^2} = 40$$

### **3.4. Data collection methods**

#### **3.4.0. Questionnaire method**

Questionnaires with both structured and unstructured questions will be availed to the respondents who were filled them and they were collected afterwards. This method is advantageous because respondents were filled questionnaires at their convenient time.

### **3.4.1. Observation**

The researcher was also used this method to collect data from the field through an eye contact, where the eyes was the instrument. The researcher was took a close look and feel of the different product packages and thereafter draw logical conclusions in relation to the problem under study.

### **3.4.2. Document Reviewing**

The researcher was examined organization's manuals, reports and other publications in order to get statistics and data about the problem. Such data was compared with the primary source data from respondents and conclusions was drawned.

### **3.4.3. Research Instrument**

There were two sets of questionnaires direct towards student leaders, Somali embassy and departmental head in Kampala international university, one were how the conflict of student reflected lower performance. The questionnaire was consisted of main title and introductory letter, with a section of 6 bio-data questions, to help classify respondents.

The questionnaire on conflict (independent variable) consists of 10 questions divided in four sub-sections distributed as follows; 3 questions on conflict management, items 1-3; 5 questions on internal conflict , items 4-8 and 2 questions on external conflict , items 7-10, items 1-10, all questions in this section were close ended, based on four Likert Scale, ranging from one to four; where 1=Strongly Disagree, 2= Disagree,3=Agree, 4= Strongly Agree.

The questionnaire on student performance (dependent variable) will consists of 7 questions divided in 3 sub-sections distributed as follows; 2 questions on class attendance, items 1-2; 2 questions on student's GPA, items 3-4; 2 questions on effect of communication skills, items 4-6, items 1-6. All questions in this section were close ended, based on four Likert Scale, ranging from one to four; where 1=Strongly Disagree, 2= Disagree,3=Agree, 4= Stronaly Agree.

loss-sharing, items 10-17, all questions in this section were close ended, based on four Likert Scale, ranging from one to four; where 1=Strongly Disagree, 2= Disagree,3=Agree, 4= Strongly Agree.

### **3.5. Validity and Reliability of the Instruments**

Supervisors and other senior staff in KIU who are experts in the field of study were evaluated the relevance, wording and clarity of question or items in the instrument. Pre-testing for reliability was done by administering the questionnaire to student leaders Somali embassy and student leaders who was not include in the actual study.

Construct validity was ensure using Factor Analysis. Reliability of the instrument on multi item variables (e.g. prohibition of interest, unacceptable transactions and mortgage selling) was tested using the Cronbach Alpha Methods and a Cronbach alpha ( $\alpha$ ) of at least 0.7 (Amin, 2003) which led the questionnaires to be declared reasonably reliable or consistent.(Amin, 2005).

### **3.6. Data Gathering Procedures**

#### **3.6.0. Before administered the questionnaire**

1. An introduction letter was obtained from the Collage of humanities and social science for the researcher to solicit approval to conduct the study
2. When approved, the researcher was secured a list of the eligible respondents from the authorities in charge and select through systematic random sampling from this list to arrive at the minimum sample size.
3. The respondents were explained about the study and will be requested to sign the Informed Consent Form (Appendix 3).
4. Reproduce more than enough questionnaires for distribution.
5. Selected research assistants who were assisted in the data collection; brief and orient them in order to be consistent in administering the questionnaires.

#### **3.6.1. During the administration of the questionnaires**

1. The respondents were requested to answer completely and not to leave any part of the questionnaires unanswered.

2. The researcher and assistants were emphasized retrieval of the questionnaires within six days from the date of distribution.
3. On retrieval, all returned questionnaires were checked if all are answered.

### **3.6.2. After the administration of the questionnaires**

The data gathered was collated, encoded into the computer and statistically treated using the Statistical Package for Social Sciences (SPSS)

### **3.7.0. Data Analysis**

Frequency and percentage distribution was used to determine the profile of the respondents, the mean and standard deviation were used to determine for conflict and student performance.

Item analysis was helped to show the strength and weakness of respondents in terms of conflict and student performance. To interpret the data, the following numerical values and descriptions will use:

Mean Range	Description	Interpretation
3.26-4.00	Strongly Agree	Very high
2.51-3.25	Agree	High
1.76-2.50	Disagree	Low
1.00-1.75	Strongly Disagree	Very Low

The student's two independent samples T-test and one way of ANOVA was used to determine if there is a significance difference in the level of conflict and the level of success of student's performance according to profile characteristics of the respondents.

Pearson Linear Correlation (PLC) was used to test the hypothesis on correlation between conflict and students performance at 0.05 level of significance.



### **3.8.0. Ethical Considerations**

To ensure utmost confidentiality for the respondents and the data provided by them as well as reflect ethics practiced in this study, the following was done:

1. All questionnaires were coded to provide anonymity of the respondents.
2. The respondents were requested to sign the informed consent.
3. Authors quoted in this study was recognized through citations and referencing
4. A written communication to the authors of the standardized instrument on organization performance to solicit permission to use the standardized questionnaire.
5. Presentation of findings was generalized.

### **3.9.0. Limitations of the Study**

1. *Extraneous variables*: The researcher did not control over the extraneous variables such as honesty of the respondents, personal biases and descriptive nature of the Design. For untruthfulness where some of the respondents are expected not to say the truth, the researcher will probe the respondents further to establish the truth when it deems necessary and personal biasness was also avoided.
2. *Lack of co-operation*; the respondents may fail to co-ordinate with the researcher in terms of filling the questionnaire faithfully, or mobilizing and obtaining the right information.

## **CHAPTER FOUR**

### **PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA**

9

#### **4.0. INTRODUCTION**

This chapter presents data presentation analysis and discussions of findings. It mainly summarizes key issues from the theoretical and empirical literature, compares and contrasts findings systematically and possible relationships in the process of fulfilling the overall objectives of the study. The analysis was done in accordance with the research objectives and variables of the study. The variables understudies were conflict and its effect on student's performance in Somalia. Therefore, the researcher used various tools to analyze the data collected including, figures and table by using statistical package for social scientists (SPSS). A descriptive analysis (mean range and standard deviation) has also been given to enable easy understanding of the information given by various respondents. This chapter deeply analysis the major effect of conflict in the area as well as the impacts of student performance in Somali student, this chapter also showing the challenges face to cope the conflict and its way forward.

##### **4.1.0. Demographic information of the respondents**

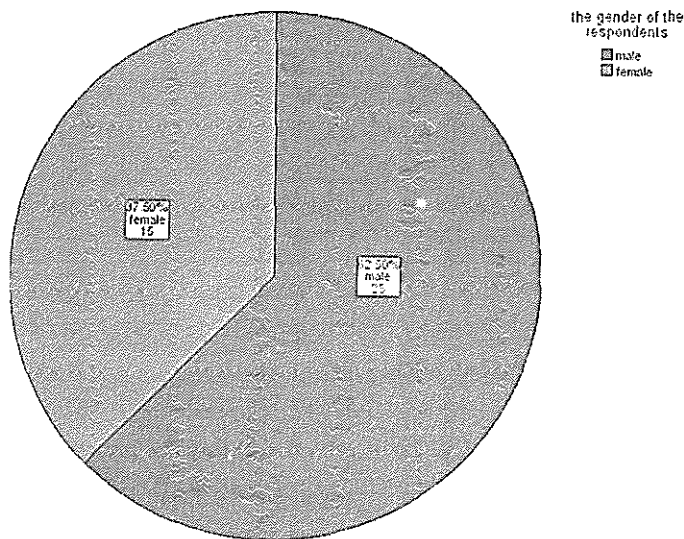
This part presents the background information of the respondents who participated in the study. The purpose of this background information was to find out the characteristics of the respondents and show the distribution of the population in the study.

In addition to that, the first objective of this study was to determine the profile of respondents as to Age, Gender, qualification and experience to examine what category the majority of the respondents are fit in. Data on this objective was analyzed under the question "What is the profile of the respondents based on Age, Gender, experience, and Educational level?"

**Table 1: showing the gender/sex of the respondents**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid male	25	62.5	62.5	62.5
female	15	37.5	37.5	100.0
Total	40	100.0	100.0	

**Source: primary data, 2013**

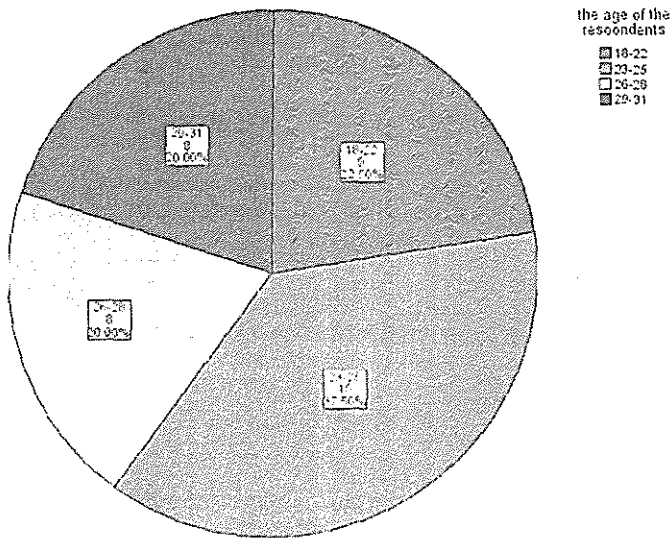


As shown in (table 1) above, the data revealed that majority of the respondents were male with high percentage of 62.5 (62.5%) of the total respondents, where the female was 37.5 (37.5%) of the respondents. In this research the majority of the respondents were male with (62.5%).

**Table2: showing the age of the respondents**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 18-22	9	22.5	22.5	22.5
23-25	15	37.5	37.5	60.0
26-28	8	20.0	20.0	80.0
29-31	8	20.0	20.0	100.0
Total	40	100.0	100.0	

**Source: primary data, 2013**

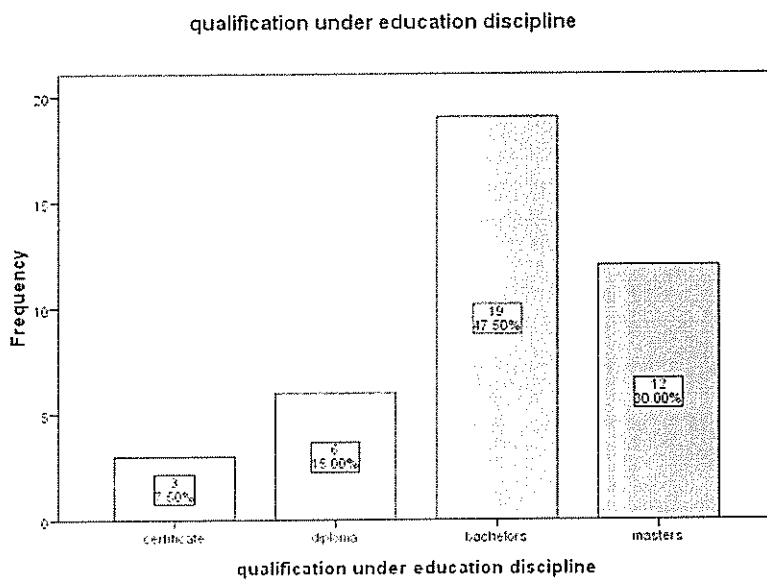


According to (table 2) above the respondents were also asked to indicate their age, the majority of the respondents were between (23-25) with big percentage of 37.5 (37.5%), 22.5 (22.5%) of the respondents were above 18-22, 20 (20%) of the respondents were above 26-28, the remaining 20 (20%) of the respondents were 28-32. In this study majority of the respondents were their 20s and above, which means most of the respondents were university student and have enough experience to measure the effect of conflict on student performance.

**Table 3: showing the level of qualification**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Certificate	3	7.5	7.5	7.5
Diploma	6	15.0	15.0	22.5
Bachelors	19	47.5	47.5	70.0
Masters	12	30.0	30.0	100.0
Total	40	100.0	100.0	

Source: primary data, 2013



**Table 3/figure 3: Showing the Respondents distribution by level of education**

Findings as presented in (figure 2) above, showed that 47.5 (47.5%) had bachelor of degree, 30 (30%) had master's degree, 15 (15%) had a diploma, and while 7.5

## 4.2. Conflict management

The study sought to establish how the conflict managed by the local people of the Somali community specially students. The respondents were therefore asked to indicate whether conflicts were managed by the students to enhance peace and stability in Somali community. The findings are presented in (Table 5) below.

**Table 5: Conflict management variable**

Respondents	Mean range	Std. deviation	Description	Interpretation
managements of group conflict are always involves problems that relates social background that make student performance low.	3.0750	.82858	Strong agree	Very high
The conflict management is enhances learning effectiveness and efficiency of controlling conflict among student.	2.9500	.78283	Agree	High
There increase in the positive aspects of conflict at a higher level leading higher confidence among student.	2.7750	.97369	Agree	High
Internal conflict among societies created norms for dealing with conflict.	2.6500	1.12204	Agree	High
Society always opt for mechanism to solve internal conflict which are convenient to them	2.5750	.95776	Agree	High
Internal conflict always occur for societies when there is no authority of judiciary system	2.9250	.97106	Agree	High
during election of student association tribe conflict is high	2.6500	.97534	Agree	High
Student always contend with the psychological need of individuals to engage a conflict	2.4359	.96777	Agree	High
There is external influence that always makes student performance low.	2.9000	1.08131	Agree	High
There is a division that creates different group among student	2.6750	1.07148	Agree	High

**Source: primary data, 2013**

The above table 5 revealed that the mean of the large number of student indicated that conflict was managed. Mean range of (3.0750) indicates that majority of the respondents strongly agreed that conflict management are always involves

strategies to limit negative aspects of conflict among students. This reveals the possibility of student's conflict never raise because they maintaining system of conflict resolution which will not give opportunity to raise conflict among students.

Table 5 also showed that the mean of 2.9500 indicate that The conflict management is to enhance learning effectiveness and efficiency of controlling conflict among student , this mean shows that the majority of the respondents agreed that the student make sure that the conflict controlled for the right purpose i.e. open discussions and dialogues among student, whereas the minority of the respondents agreed that the management of the conflict do not review whether the student are learn effectiveness and efficiency of controlling conflict among student, henceforth, the student policy towards control and management of conflict is satisfactory and the increase the positive aspects of conflict at a higher level leads higher confidence among student.

The table 5 also indicated a mean of 2.7750 for the increase of the positive aspects of conflict at a higher level leads higher confidence among student and it increase high level of constructive conflict rather than dysfunctional. which means the majority of the respondents pointed out that the students gets knowledge of dealing conflict through constructive criticism, while the minority dis-agreed that the student have little capacity to control conflict and hence conflict transform some times dysfunctional which lead prolonged conflict between the students.

Above table data revealed that majority of the respondents were of the opinion that conflict management were reduced the conflict to escalate in the region and the majority of the local people learnt how to manage the conflict in a better way, as indicated so by 3.0750 who strongly agreed with the statement, 2.7750-2.9500 also agreed with the statement, this implies that inter-conflict management were used by the local community in the region.

They were also asked to indicate whether internal conflict Society always opt for mechanism to solve which are convenient to them and whether the internal conflict among society creates norms of dealing with the conflict as well as how weak

authorities participate to escalate internal conflict. The data is presented in (Table 6) below.

Table 5 revealed that the mean of the number of the Internal conflict among societies which create norms for dealing with conflict is 2.6500 which indicates that majority of the respondents agreed that the students of the selected university that there is enough way of dealing with the conflict, while the minority says that there is no enough ways of dealing. This reveals that these are good at maintaining of conflict management through conflict resolution which will not give chance to raise conflict among students.

Data revealed table 5 showed that majority of the respondents agree that Society always opt for mechanism to solve internal conflict which are convenient to them were find out. The findings show a mean of 2.5750 agreed majority of the respondents that society opt mechanism to solve internal conflict between the society and the majority of the respondents have agreed that they have learnt mechanism to solve the conflict in short time. In this study shows that local community is major source of solving the conflict in the region on the other hand is the source of the conflict when they fail to manage or control in the case of Somali student I Uganda.

Data revealed (above table 5) showed that majority of the respondents indicated that internal conflict among the society was a much prominent among the Somali community. This was shown by mean range of 2.9250-2.4359 of the respondents who agreed, and that shows majority of respondent was agreed highly.

Table 5, mean of 2.9250 showed that the respondents agreed that internal conflict always occur societies when there is no authority of judiciary system, less disagreed. That shows the majority of the respondents agreed that lack of judicial system is source of internal conflict.

Table 5, also showed that the respondents agreed that a student creates conflict during election of student leaders. Mean of 2.6500 indicated the majority agreed that student creates conflict when ever there is election in university associations like



Somali student association in KIU. Which shows the majority of the respondents agreed that the students create conflict during association elections for example, student's leaders.

Table 5, indicates that the respondents agreed that Student always contend with the psychological need of individuals to engage in conflict. Mean of 2.4359 indicates that respondents agreed that majority of students contend psychological need to engage conflict among them. This is the effect of historical background of the students that force them to create conflict.

Table 5, showed that the respondents agreed that there is external conflicts that creates pressure on students to produce conflict based on tribalism. Mean range of 2.9000 showed respondents agreed that there is external conflict that creates pressure on student and that is the reason why produce conflict based on tribalism.

Table 5, also shows that the respondents agreed external conflict creates different group among student that cause to escalate conflict among student based on tribalism. Mean range of 2.6750 showed that majority of respondents agreed there is external conflict that forcing them to create conflict among them even when they want to escape.

**Table, 6: Performance variable**

Respondents	Mean range	Std. deviation	Description	Interpretation
The level of student's class attendance is low	3.1538	.93298	Strongly agree	Very high
Class participation, discussion and motivation among students significantly increase students performance	3.0250	.97369	Strongly agree	Very high
The level of GPA of Student's performance is high	2.5500	1.03651	Agree	High
Poor method of reading and Absentism is low	2.7000	.96609	Agree	High
The level of final exam results is high	2.9250	.99711	Agree	High
Effective communication skills of student is low	2.9000	.90014	Agree	High
the student's competence and capacity of understanding English, listening and feedback is low	2.8718	1.21784	Agree	High

**Source: primary data, 2013**

From above table 6 above, a mean of 3.1538 for student performance depend on level of student's class attendance was indicated which means that the majority of the respondents have strongly agreed that the selected student confirmed student performance were low the issue of class attendance. Whereas the majority strongly agreed that Somali student there class attendance is bite low. According to this, student performance relies on the level of classes' attendance and student strongly agreed dis-satisfactorily.

Also table 6, showed that the efforts of the selected students on Class participation, discussion and motivation among them significantly increase their level of performance and is matched with a mean of 3.0250 which reveals that the majority of the respondents strongly agreed that discussions, class participation, and other means of studying increase their performance as well as track their relationship with the lecturers. While few minorities of them agreed the reverse, for example, it does not increase their performance. Therefore, Class participation, discussion and motivation among them significantly increase their level of performance and give space for better relationship between students. The researcher find out that the students' their level class participation, discussion and motivation among them is poor.

Table 6 above, a mean of 2.5500 is indicated that the level of GPA determines Student's performance and the majority of respondents have agreed that the level of GPA determines performance for example, the final exam plus the course work determine student's GPA. Therefore, the level of student's GPA shows how students perform. The result showed that the student's GPA is average while minorities are low.

Likewise, a mean of 2.7000 is indicated in table 9 b above is satisfactory. The majority of respondents have agreed that Poor method of reading; Absentism and environmental conditions reduce student's performance. Therefore, there is problem hinder students performance such as, Absentism and environmental conditions.

The table 6 above, also showed means ranging from 2.9250 also showed that the level of final exam, the level of course works/assignments and continues assessment test (CAT) determines student's performance and majority of respondents have agreed that their GPA is poor caused by above mentioned issues like low class attendance.

Table 6 above, indicated mean range of 2.9000 concerning question that respondents were asked whether effective communication skills of student can leads higher performance? And the majority of the respondents have agreed that the effective communication skills can lead higher student's performance. Students who have higher level of communication skills like English language have ability to understand lectures mean while they perform better than those who are low skills. According to this, student's communication performance of the selected respondents was low due to language barriers.

Also table 6 above, showed mean of 2.8718 for student's competence and capacity of understanding English, listening and feedback are main challenges of students performance. The majority of respondents agreed that students' competence and capacity of understanding English was a main challenge of their performance. According to this, the mean range of 2.8718 indicated there is a challenge on issues of speaking, listening of English language while reading and written is better than other two mentioned above.

**Table12, Correlations**

		the conflict management	Student performance
the conflict management is to enhance learning effectiveness and efficiency of controlling conflict among student	Pearson Correlation Sig. (2-tailed) N	1  40	.024 .884 39
the student's competence and capacity of understanding English, listening and feedback are main challenges of student performance	Pearson Correlation Sig. (2-tailed) N	.024 .884 39	1  39

Table 7 revealed that there is no a relationship between **CONFLICT AND ITS EFFECT ON STUDENT PERFORMANCE IN SOMALIA**. The relationship between the two variables was strong negative correlated. The level of significance was computed at .884 which is above the standard correlation level of 0.05, where it indicates there is no significant relationship. Pearson correlations reading at .024 is an indicator of weak and negative relationship. In view of this output, the null hypothesis was accepted.

**Table 13, ANOVA**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	.231	1	.231	.240	.627 <sup>a</sup>
	Residual	36.544	38	.962		
	Total	36.775	39			

a. Predictors: (Constant), poor of method of reading, Absentism and environmental conditions reduce students GPA level

b. Dependent Variable: internal conflict always occur for societies when there no authority of judiciary system

From the above table, it is clear that this model has is good correlation as the r is good ( $r=.231$ ) and only 9.62% of the variation in conflict and student performance. The model is significant ( $F=36.544$   $P=.024$ ). The researcher concludes that there is sufficient evidence at the 0.05 level of significance, that conflict and its effect on student performance.

The results suggest that conflict has an effect on students Performance in selected universities in Kampala, Uganda.

## **CHAPTER FIVE**

### **FINDINGS, CONCLUSIONS, RECOMMENDATIONS**

#### **5.0. INTRTRODUCTION**

This chapter discusses the findings of the study, the conclusions and recommendations.

#### **5.1. Findings**

This study sought to establish the conflict and its effect on student performance in KIU, Somali student. Findings revealed that there were different types of profile of the respondents, causes of conflict and the level of student performance.

This study was guided by four objectives which consist of these (1) To determine the profile of the respondents (2) To examine the extent of conflict in Somalia (3) To investigate the performance of students in various disciplines (4) To determine if there is a significance relationship between conflict and student performance in KIU.

The first objective of the study, the descriptive statistic showed frequencies and percentages, indicating the characteristics of the respondents and also showed the distribution of the population in the study. The result indicated that men dominated the selected university students.

Also the findings indicated that diverse age among the students in the selected university, different ages from youth to adult aged who have information in the field of study and can provide useful information to the study.

In addition to that, the findings have revealed that majority of the respondents have degree, while the second group holds master, and minority hold diploma and certificate. This shows that the students are high in the educational hierarchy and consequently knowledge and skills.

The second objective was to examine the extent of conflict in Somalia. Based on the analysis of chapter four, the findings revealed that most of the respondents agreed that internal conflict was the main cause, in view of questions as showed the mean average for that ranged from 2.4359 to 2.9250. But Table 6 A revealed that the

mean of the number of the Internal conflict among societies which creates conflict is 2.6500 which indicates that majority of the respondents agreed that the society of the selected community that there is a conflict. This reveals that there is an existing conflict among students. The most prevalent causes included internal clan conflicts as range by 2.6500, conflict during election showed by mean of 2.6500. Other causes include lack of strong authority of judiciary system by mean 2.9250 of the respondents. Findings also revealed that student always contend with the psychological need of individuals to engage in conflict was counterproductive.

Table 7 A, findings showed that the respondents agreed that there is external conflicts that creates pressure on students to produce conflict based on tribalism. Mean range of 2.9000 showed respondents agreed that there is external conflict that creates pressure on them and that is the reason why produce conflict based on tribalism.

Table 7 B, findings also showed that the respondents agreed external conflict creates different group among student that cause to escalate conflict among student based on tribalism. Mean range of 2.6750 showed that majority of respondents agreed there is external conflict that forcing them to create conflict among them even when they want to escape.

The third objective of the study was to investigate the performance of students in various disciplines; accordingly, the findings revealed that the majority of the respondents have agreed that the student performance indicators were poor. The majority of respondents agreed that the level of class attendance, class participation and discussions among student was very low. For example, Somali student discuss among themselves alone while other students of same university the discussion is involved multi diverse student from different countries.

From above table 8 A above, findings showed a mean of 3.1538 for student performance depend on level of student's class attendance was indicated very low which means that the majority of the respondents have strongly agreed that the selected student confirmed their performance were low when it is class attendance. Therefore, the majority strongly agreed that their class attendance has been low.

According to this, student performance relies on the level of classes' attendance and student strongly agreed it is dis-satisfactorily.

On the other hand, findings indicated that the student's GPA was low. Continues assessment tests and final exams show in 2010, 2011 and half year of 2012 showed the total average of student performance was average and pass mark while few obtain above average. According this, Table 9 A above, findings showed a mean of 2.5500 is indicated that the level of GPA that determines Student's performance was completely low for example, the final exam plus the course work students perform poorly 2011 and the average GPA was poor. Therefore, the level of student's GPA that showed student level of performance is low because the result showed that the student's GPA is average while minority are low.

Likewise, a mean of 2.7000 of the findings in table 9 b above indicated that there was a poor method of reading, high level of Absentism and influence of environmental conditions like raining, lack finance, historical background and lack of psychological willingness of studying. The majority of respondents have agreed that Poor method of reading; Absentism and environmental conditions reduce student's performance. Therefore, there is problem hinder students performance such as, Absentism and environmental conditions.

The fourth objective was to determine if there is a significance relationship between conflict and student performance in KIU, further more the study found that, there was no a relationship between conflict and student performance for the selected student, and the resultant correlation computed as 0.024 with a level of significance at 0.884 shows that there is no a significant relation between the two variables. Based on this, the study reveals that the two variables are strongly not correlated.

### **5.3. Conclusions**

Based on the findings of the study, it was concluded that poor performance was caused by several factors which included internal conflicts, external conflicts, interest conflict among student and historical differences. In other words, low level of class attendance, communication barriers, low level of class participation and informal group discussions found out as the main source of poor performance.

The study also concludes that conflict had several effects on student performance which included high drop outs, loss of moral, financial bankrupt, family stress, human rights abuse and increased inter-clan hatred. It was also concluded that conflict had a lot of effect on studying which included reduce motivation, increase corruption, escalate hatred among students. While the study shows that conflict did not lead to destruction of property, however it clearly indicated that it was responsible for disruption of student's moral decay, decreased the promotion of high standard of studying and lead to low student performance.

The study also concluded that the problem could be solved by sensitization, reconciliation and peace building. For the short time, the study suggested that the major responsibilities lie on student to make effort to curb the problem of low performance. It was also concluded that the government had to make some effort to curbing conflict in Somalia, so that, student psychologically shall be happy and willing to study without bothering any internal or external factors, for example, arranging reconciliatory meetings between warring functions in side Somalia or local leaders/community had to put some measures to address the problem of conflict which included calling for dialogue meetings between the rival functions, discouraging youth for joining insurgent groups and by condemning the perpetrators of conflict.

The study lastly concluded that students class attendances, class participation, discussions were low. Mean while, there is a barrier of communication between student and lecturers; Further more, the study concluded the there were low performance caused poor method of reading, Absentism, and environmental conditions.



## **5.2. Recommendations**

The research was recommended that there is need to address the issues that led to conflict that is by reconcile the clan in the Somalia, the government should address the issues of education system in Somalia to promote well standardized education that line with the MDGs. Government of Somalia with seeking help of international community should seek ways to address the problem of warring party and the ideology of clannism, and should deal the clan based problems to prevent conflict that resulted from such fronts.

The research was also recommended that there should be sensitization, reconciliation and peacekeeping plans in the community to prevent future conflicts. The local leaders and community should seek ways of addressing the conflict in Somalia.

The research was recommended that the student should be focus on there study and leave behind other manner issue like clan ideology and historical background.

The research recommended also that the student associations pays special attention to improving organizational practices by modifying communications, reducing differences, reducing internal conflict among students and giving training students to integrate one an other.

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APPENDICES

Appendix I: Transmittal Letter

KAMPALA INTERNATIONAL UNIVERSITY

P.O. BOX 20000 KAMPALA - UGANDA

To: **Local leaders in Somali community.**

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Local community

Dear sir/madam

The foregoing questionnaire is intended to seek information from you in a research on "**conflict and its effect on student performance in Somalia**". The research is aimed at identifying the root causes of conflict in this region, examine how this conflict affects students performance and draw ways of addressing this problem.

This is to kindly request you to fill in the questionnaire provided and assist me in identification of the youth groups for further interview. The research is strictly for academic purpose and all the information accessed will be treated with utmost confidentiality. A copy of the thesis can be availed to you on request upon completion of the thesis writing.

Thank you in advance

**Ahmed Mohamed jama**

**APPENDIX 1A**

**FACE SHEET: PROFILE OF THE RESPONDENTS**

**FACE SHEET: DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDENTS**

**Gender (Please Tick):**     (2) Female                       (1) Male

**:** \_\_\_\_\_ **Age**

1) 18\_22 \_\_\_\_\_

2) 23--25 \_\_\_\_\_

3) 26---28 \_\_\_\_\_

4) 29—31 \_\_\_\_\_

**Qualifications Under Education Discipline (Please Specify):**

(1) Certificate \_\_\_\_\_

(2) Diploma \_\_\_\_\_

(3) Bachelors \_\_\_\_\_

(4) Masters \_\_\_\_\_

(5) Ph.D. \_\_\_\_\_

**Other qualifications** other than education discipline \_\_\_\_\_

**Number of Years work Experience (Please Tick):**

\_\_\_\_ (1) Less than/Below twenty years

\_\_\_\_ (2) 18- 28yrs

\_\_\_\_ (3) 28-38yrs

\_\_\_\_ (4) 38-48yrs

\_\_\_\_ (5) 50 years and above

## APPENDIX IB

### Conflict variable QUESTIONNAIRE

**Direction: Please describe the conflict variable . Your respective opinions are to range from 1=Strongly Disagree; 2= Disagree; 3=Agree 4=strongly Agree.**

Score	Response Mode	Description
4	Strongly Agree	You agree with no doubt at all
3	Agree	You agree with some doubt
2	Disagree	You disagree with some doubt
1	Strongly Disagree	You disagree with no doubt at all

#### Conflict variable

	SA	A	D	SD
<b>Conflict management</b>				
Managements of group conflict are always involves problems that relates social background that make student performance low.	4	3	2	1
The conflict management is enhances learning effectiveness and efficiency of controlling conflict among student.	4	3	2	1
There increase in the positive aspects of conflict at a higher level leading higher confidence among student.	4	3	2	1
Internal conflict among societies created norms for dealing with conflict	4	3	2	1

Society always opts for mechanism to solve internal conflict which is convenient to them.	4	3	2	1
Internal conflicts always occur for societies when there is no authority of judiciary system.				
During election of student association tribe conflict is high.	4	3	2	1
Student always contend with the psychological need of individuals to engage a conflict	4	3	2	1
External conflict creates pressures of student to produce conflict based on home conflict	4	3	2	1
There is external influence that always makes student performance low.	4	3	2	1
There is a division that creates different group among student.	4	3	2	1

## APPENDIX 1C

### STUDENT PERFORMANCE QUESTIONNAIRE

**Direction: Please respond to each item by using the scoring guide below. Kindly write your best choice in the space before each item. Be honest about your options as there is no right or wrong answers.**

Score	Response Mode	Description
4	Strongly Agree	You agree with no doubt at all
3	Agree	you agree with some doubt
2	Disagree	you disagree with some doubt
1	Strongly Disagree	You disagree with no doubt at all

### STUDENT PERFORMANCE

<b>Class attendance</b>	SA	A	D	SD
The student performance depend on level of student's class attendance.	4	3	2	1
Class participation, discussion and motivation among students significant increase students performance.	4	3	2	1
<b>Student's GPA</b>				
The level of GPA of Student's performance is low.	4	3	2	1
Poor method of reading ,Absentism and environmental conditions reduce students GPA level				
The level of final exam, the level of course works/assignments and continues assessment test determine the student performance.	4	3	2	1
<b>Communication skills</b>	4	3	2	1
Effective communication skills of student can leads higher performance	4	3	2	1
The student's competence and capacity of understanding English, listening and feedback are main challenges of student performance.	4	3	2	1



## APPENDIX II: TIME

ACTIVITY	August 2012	September	October	November	December	January	February	March 2013
IDENTIFICATION SEARCH	XXXXXXXX XXXXXXXX XXXXXXXX							
ANALYSING		XXXXXXXX XXXXXXXX XXXXXXXX	XXXXXXXX XXXXXXXX XXXXXXXX					
ASSIGNMENT & EVALUATION				XXXXXXXX XXXXXXXX XXXXXXXX				
PREPARATION					XXXXXXXX XXXXXXXX XXXXXXXX			
REVISIONS & FOLLOW UP						XXXXXXXX XXXXXXXX XXXXXXXX		
ASSIGNMENT & EVALUATION							XXXXXXXX XXXXXXXX XXXXXXXX	XXXXXXXX XXXXXXXX XXXXXXXX

### APPENDIX III: BUDGET

Items	Description	Unit cost	Total amount: USD
Transport cost	2 assistants	20,000	40,000
Photocopying	5 copies	2,500	12,500
Binding	A week	5,000	35,000
Stationery	Books	25,000	25,000
Secretariat	Researcher	50,000	50,000
Internet	2 copies	2,000	4,000
Binding hard cover (dissertation)	5 copies	6,000	30,000
Grand total			196,500