

**POST ELECTION CONFLICT AND PUPILS' ACADEMIC  
PERFORMANCE FROM SELECTED PRIMARY  
SCHOOLS IN GATANGA DIVISION IN  
THIKA DISTRICT IN KENYA**

**BY**

**KENEDDY KAMAU NJOROGE**

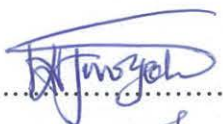
**BED/13511/61/DF**

**DISSERTATION SUBMITTED TO THE INSTITUTE OF OPEN AND  
DISTANCE LEARNING IN PARTIAL FULFILLMENT OF THE  
REQUIREMENT FOR THE AWARD OF BACHELOR OF  
EDUCATION/ARTS DEGREE OF KAMPALA  
INTERNATIONAL UNIVERSITY**

**AUGUST 2009**

## DECLARATION

I Kennedy Kamau Njoroge do hereby declare that the Information given in this research report made by myself and has never been presented by any other person for the award of the Bachelor of Education.

Signed.....


68/04/09

Name Njoroge Kennedy Kamau.....

## APPROVAL

This is to certify that Njoroge Kennedy Kamau Of Reg. No BED/13511/61/DF has successfully completed his research entitled, "Post election violence and pupil's academic performance".

Date..... 14/4/2009 .....

Signed.....  .....

**Mr. Mulegi Tom**

**SUPERVISOR**

## **DEDICATION**

To my dear wife Lucy Wanjiru and my son Kelvin, Daughter Esther who have always endured lonely times of my absence as I burnt candles overnight traveling and studying in KIU pursuit of my studies. My great brother Samuel who offered essential moral support. You will always hold a special part in my heart.

## ACKNOWLEDGEMENTS

I would like to thank the almighty God who has given me life and strength to manage this research especially when it was in a foreign country-Uganda.

Special thanks to my dear Parents and family members who painfully and prayerfully stood by me while out in pursuit of my studies.

Special gratitude to lecturer Mulegi the supervisor of this task for his encouragement and support especially in the tiresome process of compilation exercise.

My appreciation to my lecturer Mr. Kibuuka who played an enormous role in teaching me lesson in, research methods and proposal writing.

## TABLE OF CONTENTS

DECLARATION .....	i
APPROVAL .....	ii
DEDICATION .....	iii
ACKNOWLEDGEMENTS.....	iv
TABLE OF CONTENTS.....	v
LIST OF TABLES .....	vii
ABSTRACT.....	viii
CHAPTER ONE .....	1
INTRODUCTION .....	1
1.0 Background of the study .....	1
1.1 Statement of the problem .....	2
1.2 Objectives of the study.....	3
1.2.1 General objective .....	3
1.2.2 Specific objectives .....	3
1.3 Research questions.....	3
1.4 Significance of the study.....	4
1.5 Scope of the study.....	4
CHAPTER TWO .....	6
LITERATURE REVIEW .....	6
2.0 Introduction.....	6
2.1 History of internal Post Election Conflicts in Kenya.....	6
2.1.1 The Political Violence and its effects on the general population and children in particular .....	7
2.1.2 The experience of children in the war zone, Kenya.....	7
2.1.3 The effects of conflicts and violence on children .....	8
2.2 Other factors that have affected pupils' academic performance standard schools .....	10
2.2.1 HIV / AIDS epidemic and its challenges.....	10
2.3 Attention extended to the children by different stakeholders in Standard Schools. ....	10
CHAPTER THREE .....	13
METHODOLOGY .....	13
3.0 Introduction.....	13
3.1 Research design .....	13
3.2 Area and study population .....	13
3.3 Sample framework.....	13
3.3.1 Sample size .....	13
3.3.2 Sampling technique.....	14
3.3.3 Sampling procedure .....	14
3.4 Methods of data collection.....	14
3.4.1 Questionnaires.....	14
3.4.2 Interviews.....	15
3.4.3 Observation.....	15
3.4.4 Documentary analysis.....	15
3.5 Data processing.....	15
3.5.1 Editing.....	15
3.5.2 Coding.....	15
3.5.3 Tabulation .....	15
3.5.4 Summarizing of data.....	16
3.6 Data analysis .....	16
3.7 Ethical considerations .....	16
3.8 Limitations of the study .....	16
CHAPTER FOUR.....	17

RESULTS, DISCUSSIONS AND PRESENTATIONS..... 17

4.0 Introduction..... 17

4.1 Background information of respondents..... 17

4.2 Effects of Post Election Conflicts on the pupils academic performance .....20

4.3. Other Factors That Affect Academic Performance of Pupils .....24

4.4 Attention Extended to the Pupils to Improve their Academic Performance by the Government and International Organizations, Ngos, Cbos, Fbos and Individuals.....25

CHAPTER FIVE .....28

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....28

5.0 Introduction.....28

5.1 Summary of the study .....28

5.2 Conclusions.....28

5.3 Recommendations.....29

REFERENCES .....30

APPENDIX I: Questionnaire For Pupils Of Gatanga Division Standard Schools Thika Town .....32

## LIST OF TABLES

Table 4.1 Sex of respondents .....	17
Table 4.2 Age Structure of Respondents.....	18
Table 4.3 Last term's position in class .....	18
Table 4.4 whether parents are alive .....	19
Table 4.5 The period spent by the pupil in the current schools .....	20
Table 4.6: Whether pupils have ever faced any war scenarios .....	21
Table 4.7 whether pupils think that the war has contributed to low academic performance..	22
Table 4.8 Whether the pupils are interested in their learning .....	23
Table 4.9: Whether the pupils know of their friends who have lost their parents because of HIV .....	24
Table 4.10 Whether some pupils use drugs and alcohol .....	24
Table 4.11 Assistance from the government .....	25
Table 4.11 Assistance from international organizations, NGOs, CBOs, FBOs and individuals .....	26



## ABSTRACT

The study was guided by one general objective which was to identify effects of Post Election Conflicts on academic performance of pupils in Kenya,

To identify effects of Post Election Conflicts on academic performance of pupils in Kenya, Thika district. Three specific objectives were drawn from which three research questions were derived to guide the study.

- (i) To examine how the Post Election Conflicts have affected pupils' academic performance in standard schools.
- (ii) To identify other factors that have affected pupil's academic performance in standard schools.
- (iii) To identify the attention given to these children by different stakeholders such as the government, international organizations, NGOs, CBOs, FBOs to curb the interference on the pupils academic performance.

The study covered 100 pupils both males and females drawn from both standard seven and eight, Gatanga division standard school. Indeed the post election conflict in the region has had a negative effect on pupil's academic performance. Because of war experiences, many pupils still maintain the violent memories which cannot allow them to concentrate and pay attention to their learning. Many children have lost their parents and close relatives hence, they lack close social support which affects their academic performance. Other pupils reported that some of their parents have died also of AIDS which has worsened the situation. Under such circumstances academic performance of children is undermined. Because of the magnitude of all the above psychosocial problems, some pupils engage in maladjusted behaviours therefore comprising their education expectations and performance.

# CHAPTER ONE

## INTRODUCTION

### 1.0 Background of the study

A child is any person below 18 years of age (Constitution of Kenya, 1995). It is generally agreed that children are young people who still depend on their parents and guardians for their basic needs in life until they are mature enough to be self-reliant. Different people have varied conceptions on the age at which one ceases to be a child. By implication, young people entitled to care and protection will vary in age from parent to parent. This may result in unfair treatment for some of the children. It is therefore important to have consensus on when a person ceases to be a child to give all children the adequate care and protection they need (NSPPI, 2004).

The past decades have seen Kenya pass through many problems. These include insurgencies and insecurity that have left many families in misery following the Post Election period. For instance, the number of orphans and homeless children has increased as a result of the above. As if this is not enough the AIDS Scourge has hit the whole country, plugging it beyond any word that can be used to explain this situation.

Economically the situation has also worsened as many people cannot find employment. This means that many people lack access to adequate housing, health care, education and other social services.

In Kenya, about 76% of women have at least one pregnancy by the age of 18 years. While adolescents are biologically able to produce children, they are socially and economically unprepared to maintain adequate family responsibilities hence making children vulnerable to numerous sufferings and challenges.

These constant stresses on the side of the parents weaken the family systems. Parents become depressed, irritable and distracted and this affects children's development. These circumstances make everyday existence difficult while reducing social support as parents are faced with economic and social hardships (Nambi, J; 2000). Traditionally, the family has been the fundamental social welfare system in Kenya.

According to the government of Kenya and other international organizations concerned with children, the family is the best place in which children can develop. Here they have a network of relatives and siblings with which to grow. This extended family network functions as an insurance of support. However, because of the aforementioned catastrophic circumstances have led to the breakdown of the family as the social welfare system in Kenya. This research was aimed at unleashing the effects of Post Election Conflicts on academic performance of pupils in Kenya and Thika district as a case study.

The Post Election Conflicts in Kenya have now lasted over one year now. These conflicts in addition to the HIV / AIDS scourge have made Kenya a disaster area. People had to flee their ancestral homes to come and live in protected zones which have been termed as internally displaced camps. Others had to flee to other regions. Among the affected population are children, old men and women but the researcher was interested only in the plight of children and especially as far as their academic performance is concerned. Since the beginning of the conflict, many children have dropped out of school, while others have been forced to join the fighting groups. As if this is not enough, many have died in this conflict.

### **1.1 Statement of the problem**

The Post Election Conflicts in Kenya have now lasted over two years. These Post Election Conflicts together with HIV / AIDS epidemic have plunged the region into a situation that is beyond imagination.

Traditionally, the family has been the fundamental social welfare system in Kenya. However, because of the mentioned calamities together with others, this system has collapsed. Among the people affected are the children. In Kenya, children like adults, have had their share of experience. Many have been abducted from their homes and schools, others have been killed and a number recruited in the informal work forces. Many are orphaned.

The conflicts have had a negative effect on the children's peace to place for their security. Others have lost both parents therefore becoming orphans and vulnerable. This makes them to lack concentration and attention because they are overwhelmed by the magnitude of the conflict. Thus their academic motives and performance is affected.

## **1.2 Objectives of the study**

### **1.2.1 General objective**

To identify effects of Post Election Conflicts on academic performance of pupils in Kenya, Thika district.

### **1.2 2 Specific objectives**

- (iv) To examine how the Post Election Conflicts have affected pupils' academic performance in standard schools.
- (v) To identify other factors that have affected pupil's academic performance in standard schools.
- (vi) To identify the attention given to these children by different stakeholders such as the government, international organizations, NGOs, CBOs, FBOs to curb the interference on the pupils academic performance.

## **1.3 Research questions**

- (i) What are the effects of the Kenya Post Election Conflicts on the performance of pupils in standard schools?

- (ii) What other factors that have contributed to the pupil's academic performance of children in standard schools.
- (iii) What attention has been extended to the children's plight by different stakeholders such the government, international organizations, NGOs, CBOs, FBOs, et al so as to improve on their academic performance?

#### **1.4 Significance of the study**

The study aimed at finding out the effects of Post Election Conflicts on pupils' academic performance in Kenya, Thika district.

Other factors that contribute to the pupil's academic performance.

The study exposed information discovered to the stake holders who are in charge of providing education to their children as to take appropriate actions.

As if this is not enough, the study provided information to the stakeholder in charge of bringing peace to the region.

#### **1.5 Scope of the study**

The study covered Thika district, Gatanga division primary schools. These schools are situated in Thika town and are the largest in the district with a population of both male and female pupils of over 2000. The large number of pupils is a result of the conflict in the region, because many people had to flee their ancestral homes to this town for security reasons. These schools are reinforced by other temporary make up shifts that provide classroom space for such a big number of pupils. It is obvious that the schools is overcrowded and lacks other scholastic materials, sanitation on facilities and enough food to feed such many hungry months. The study targeted 100 pupils from standard six and standard seven. These were randomly selected. 50 female pupils and 50 male pupils were chosen for

the study. Thika district and town is believed to have faced the full wrath of Post election violence. The study was to focus on the period between 2007 to 2009 a period when the Republic of Kenya last went into Presidential Elections.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

In this chapter, the researcher attempted to review diverse literature and other works by different authors about the topic under study. However, since different scholars come from different societies and so their studies are mainly concentrated on particular societies or countries.

In Kenya, studies about the conflicts in Kenya mainly focus on general consequences of the Post Election conflict on the general population. Most of the reliable information about the conflicts in Kenya is mainly from international agencies, such as UN, UNICEF, Human Rights Organization, World Vision, Action Aid, UNHCR and other local organizations and local news prints.

#### **2.1 History of internal Post Election Conflicts in Kenya**

Internal Post Election Conflicts in Kenya have a long history. The Post Election Conflicts that was between the government and those opposed to it in 2007, left many people dead and there is no figure that is reliable about how many children were affected. However, it is common knowledge that very many children were either forced or lured to join the group that was fleeing their home lands for safety into other regions that were considered to be much safer. These conflicts can be said to be based on ethnic and political grounds.

Since the initiation and operationalization of multi party politics in Kenya, several Post Election Conflicts which have centered in Kenya and part of the Rift Valley and extending to most of the regions in central Kenya, among others and these conflicts have affected mostly children who are among the vulnerable groups.

### **2.1.1 The Political Violence and its effects on the general population and children in particular**

After the controversial defeat of Raila Odinga in the hotly contested 2007 Presidential Elections, many people thought that the end of armed uprisings was over, but however, a few weeks' uprisings arose across many regions of Kenya. What should be noted is that most of the uprisings were led by popular people uprisings. Some of which operations were believed to be a mixture of religion and African sorcery mystery, magic and superstition. The "Mungiki" sect described as a cruel people who has no human heart including their commanders, were involved in chopping people to bits" (Natukunda – Togboa, E, 1991).

The destruction and havoc that the "Mungiki" other violent groups plunged the Northern region is beyond any words. It can be compared to the holocaust of Second World War and in our times to Rwanda genocide. "Mungiki" activities in the region needs separate studies because the havoc is great and unheard of in the history of Kenya. . People in the region will take a long time to heal psychologically from the terror and trauma impounded on them by the Lords Resistance Army.

### **2.1.2 The experience of children in the war zone, Kenya**

The armed conflict in Kenya turned into a war. The rebellious groups could not be defeated and even as this researcher carries out this study the violence is not yet over.

The consequence of this violence leaves one in tears. All sorts of brutality that one cannot think of to inflict on his brethren was used. For instance, cutting people to pieces, cutting of some of anatomical body parts, , rape, abduction of both males and females and children. Children were conscripted into violent groups and taught the techniques of brutality. Many were killed who could not cope with the situation or those who tried to escape. These children were exposed to the worst of all sorts of horror, terror and trauma.



As the war progressed, many villages were erased and people had to flee to where they thought they would be safe. Among were children, some fleeing with their parents, others fleeing alone because their parents were killed. The so called protected zones became to be known as internally displaced people's camps. Numerous numbers in hundreds of thousands who survived the wrath were settled in these make up shifts congested with dehumanizing conditions. Children were made to sleep with adults and quite often these camps would also come under insecure and unhygienic environments. In these camps human plight collapsed because of the magnitude of the numbers of people displaced (Annan J. et al, 1991). Among the most humiliated were women and children; because in these camps as the situation worsened more psychosocial problems arose as a result of psychological breakdown and uncontrolled trauma.

Children, who used to go to school, had already dropped out and the schools that were constructed locally in the camps were inadequate and meaningless. Children had to try and fend for themselves. New behaviors; negative coping emerged. Drug use, rape, early pregnancies, HIV / AIDS, suicide et al has characterized the lives of these children and adults.

### **2.1.3 The effects of conflicts and violence on children**

Violence stemming from ethnic and political tensions is being felt increasingly around the world. Since World War II, almost all the hundreds of conflicts around the globe have been internal civil wars. Besides being armed encounters modern wars are usually social upheavals in which well established ways of life are threatened or destroyed and children are frequent victims (Ressler, 1993).

Children's experiences under conditions of Post Election Conflicts are diverse. Some may participate in the fighting, either because they are forced or because they want to please adults. Others are kidnapped, terrorized, or tortured. Those who are bystanders often come

under direct fire and may be killed or physically maimed for life. Many children of war watch in horror as family members, friends, and neighbors flee, are wounded or die (Ladd and Cairns, 1996).

The initial reactions of most children to these experiences are similar. They include disturbed sleep, difficulty concentrating, decreased interest in pleasurable activities, emotional detachment from parents and friends, repetitive play with traumatic themes, and a heightened state of alertness in response to acute and constant danger. When war and social crisis are temporary, most children are comforted by care givers reassuring messages and do not show long-term emotional difficulties. But chronic danger requires children to make substantial adjustments and their psychology functioning can be seriously impaired. Many children of war lose their sense of safety, acquire a high tolerance for violence, are terrified by memories, become suspicious of others and build a pessimistic view of the future (Cairns, 1996). The extent to which children are negatively affected by war depends on mediating factors. Closeness to wartime events increases the chances of maladjustment. For example an estimated 50 percent of traumatized 6 – 12 year old Cambodian war refugees continued to show intense stress reactions when they reached young adulthood (Kinzie et al,1989). The support and affliction of parents is the best safeguard against lasting problems. Unfortunately, many children of war are separated from family members. Sometimes, the child's community can offer protection. For example Israel children who lost a parent in battle fared well when they lived in Kibbutzim, where many adults know the child well and felt responsible for his or her welfare (Lifschitz et al; 1977). When wartime drains families and communities of resources, international organizations need to step in and help children. Until we know how to prevent war, efforts to preserve children's physical and psychological well-being may be the best way to stop transmission of violence to the next generation in many parts of the world (Macksoud, 1994).

## **2.2 Other factors that have affected pupils' academic performance standard schools**

### **2.2.1 HIV / AIDS epidemic and its challenges**

While the first cases of HIV / AIDS were recognized in Kenya in 1982 (Kagimu et al, 1996), the magnitude of the epidemic only became apparent in the later half of 1986 (Barnet and Blaikie, 1992). There is no doubt that HIV / AIDS has been a substantial challenge over the past decades with major and multiple consequences for the local people. The scale and effect of the problem is a completely different order to anything previously experienced. Normal coping mechanisms in the community for caring for the sick, supporting the family and caring for children and the elderly have been stretched to the limit and sometimes beyond the limit.

With the death of adults, there is increase in the number of orphans with families sometimes exceeding 20 people, as children get passed on to surviving relatives. Of course, they need the necessities of life and if they are to be educated, there is a cost. Widows suffer particular problems. The husband's relatives leaving them without the means for food production, often circumvent their rights to the family assets especially land. Having HIV / AIDS or having an infected family member has a number of negative psychological consequences. These manifest themselves in a resigned hopeless attitude or else a reckless attitude, including sometimes malicious infection of others. This epidemic has had terrible consequences unheard of on to children. Orphans as a result of HIV / AIDS are close to one million. Their social support is either little or non existence. Under such conditions, their education is jeopardized thus leading to poor academic performance.

### **2.3 Attention extended to the children by different stakeholders in Standard Schools.**

The conflict in Kenya has attracted concern from the government, international governments and organizations, NGOs, CBOs, FBOs and not only the communities bordering the conflict zone but also from many communities in the whole of Kenya. After the violence the government in power never anticipated that another armed uprising would again emerge. It

was soon after Lakwena's defeat for the case of the conflict in Uganda that another armed uprising and big in magnitude than Lakwena's emerged in 1988. The Lord's Resistance Army under the command of Joseph Kony at its face value at its beginning seemed to the government and to the people in the communities where it was launched as not all that serious. However, a year later, Kony's mode of operation began to be felt by the government and the local communities. The brutality that Kony impacted on his local community such as cutting off people's organs such as noses, mouth, ears and to the extent of chopping off their heads. This led to an outcry from the community to the government for provision of security. However, this could not solve anything as the conflict now expanded in the whole of Kenya especially in the Acholi region. Many people and especially young children were either lured to join Kony or forced by being abducted. It is believed that tens of thousands were abducted (UNICEF, 2003 Reports from Human Rights Watch, World Vision et al), (UNICEF, 2003).

The government's efforts to secure peace for the people in the affected areas proved impossible dispute intervention from international organizations, local community leaders, religious elders, et al. Many international bodies and organizations, NGOs, CBOs et al were established to give a hand to the suffering people but the magnitude of the conflict outweighed any measures thought of. As the conflict intensified people had to flee from their local areas to the protected zones which later came to be known as internally displaced people's camps. Fleeing were not only adults but the elderly; the disabled, and the children. Under such circumstances, academic performance of pupils in the region has less collapsed. A lot of money from the government and donors have been spent on helping these children in the camps and villages, but because the problem is bigger, it can be said that this help is more less invisible to the outsiders.

In the forefront are UNICEF, USAIO, Action Aid, World Vision and the Local Community Based Organizations. They have engaged in giving material support such as clothing, food,

water, provision of locally constructed homes in the camps, counseling construction of schools, scholastic materials, et al. Some people in the conflict communities blame the government of not having done much especially following reports of embezzlement, ghost soldiers, et al. Amnesty to all the violent groups was launched about 10 years ago, and some of his fighters have come out while others are still with him. The violence is not yet over although the local population that had fled to IDPCS are being encouraged to go back to their villages of origin. Fear still hangs in the hearts of many and especially children and of recent after learning that there are still scattered cases of ethnic violence in Kenya even long after the elections have ended.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter attempted to describe systematically the research methodology used. It explains the research procedures employed, sampling techniques, methods of data collection and data analysis.

#### **3.1 Research design**

In order to achieve the study's objectives, the researcher employed both qualitative and quantities survey designs.

#### **3.2 Area and study population**

The study was carried out in Thika District. The target population was standard seven and eight pupils of Gatanga primary schools. The study targeted 100 children. The study also interviewed the head teachers, teachers of the school, district education officials and offices of a number of CBOs and NGOs working with children in the district and also from parents.

#### **3.3 Sample framework**

This includes sample size, sample techniques and procedures of selecting the participants to the study from the general population.

##### **3.3.1 Sample size**

Out of 2000 children in Gatanga division primary schools both standard seven and eight were chosen for the study. Fifty males and fifty females were randomly selected. This means that the ratio of both respondents were 1:1. From standard seven 25 males and 25 female pupils were chosen and so was from standard eight.

### **3.3.2 Sampling technique**

Thika district was chosen solely because of the researchers own choice and convenience and that the town is one of the largest in the conflict zone. This means that the researcher used purposive sampling. Gatanga division primary schools is also one of the target is in the region. During the conflict, many people from the rest of the region fled to Thika town for protection.

### **3.3.3 Sampling procedure**

The random sampling method was to choose respondents. Standard six and seven were chosen because the pupils these are the semi candidate and candidate classes that face the most critical examination periods. It is in these classes that the general performance of the schools is based.

## **3.4 Methods of data collection**

After obtaining the required sample, the researcher then proceeded to collect data.

The researcher used both primary and secondary sources of data.

Primary data included responses from the children responding to questionnaires and responses from schools administrators, and other responsible stakeholders.

Secondary data included evidences from documentary analysis and discussions with the stake holders and also from the behaviours of the children that was observed.

### **3.4.1 Questionnaires**

The researcher administered a questionnaire to children participating in the study. Open ended and closed ended questionnaire were administered. Where necessary, the researcher with help of his assistant read out and explained questions to respondents and noted down their responses.

### **3.4.2 Interviews**

With use of the interview guide, the researcher got rich information from the schools administrators, teachers, and district education officials, officials of some CBOs and NGOs and from some parents.

### **3.4.3 Observation**

Apart from administering questionnaires to pupils, the researcher applied a method of observation which was aimed at discovering any psychological signs and any other factors that the researcher deemed useful to the study.

### **3.4.4 Documentary analysis**

Some documentary analysis was also carried out. It was obtained from schools documents, documents from Human Rights Watch, World Vision, UNICEF, Amnesty International, et al.

## **3.5 Data processing**

Data processing is the process of reducing data to form that is suitable for analysis:

### **3.5.1 Editing**

This was done often during data collection. It included checking for errors and omissions like spelling mistakes, incomplete statements and sentences in order to ensure accuracy and uniformity of the data.

### **3.5.2 Coding**

This involved classifying the possible answers to a question or the given ones into categories.

### **3.5.3 Tabulation**

The researcher then went through each question on each questionnaire counting the number of responses falling into particular categories and recording them on the coding frame using tallies so as to come with frequency distribution of responses for each question.



### **3.5.4 Summarizing of data**

The data collected was prescribed, summarized and organized so as to be removed from the raw form to a more meaningful form.

### **3.6 Data analysis**

Quantitative data was analyzed using percentage presentations and graphs and qualitative data was analyzed with the use of frequencies and percentages then presented in form of tables and charts.

### **3.7 Ethical considerations**

All possible ethical considerations were put in place with emphasis put in confidentiality, respect for respondents and being careful not to hurt children's feelings with unnecessary questions.

### **3.8 Limitations of the study**

Because the IDPC is overcrowded and chaotic, it was not easy to get the questionnaires responded easily. There was need to use an assistant to read out questions and at times interpret them in the local language. By the time of the study, some of the children had returned back to their ancestral homes at the beginning of realization of peace about a year ago.

## CHAPTER FOUR

### RESULTS, DISCUSSIONS AND PRESENTATIONS

#### 4.0 Introduction

This chapter presents the findings of the study and subsequent analysis and interpretation derived from the data collected in relation to the study's research questions. The presentation takes form of description, percentage, frequencies and tables. These findings have been presented in respect of 100 respondents representing a pupil population of primary schools in Thika district. The study was about the effects of Post Election Conflicts on academic performance of pupils of in standard schools.

#### 4.1 Background information of respondents

**Table 4.1 Sex of respondents**

Sex	Frequency	Percentage (%)
Male	50	50
Female	50	50
Total	100	100

Source: primary data

From the above table the ratio of respondents was equal to 50% males and 50% females. This means that all the targeted respondents, responded to this question.

**Table 4.2 Age Structure of Respondents**

Age structure	Number of respondents		Total	Percentage
	Male	Female		
11 – 13	5	15	20	20
13 – 15	30	25	55	55
15 – 17	10	5	15	15
Over 17	105	5	10	10
Total	50	50	100	100

Source: primary data

From the above table, majority of the pupils were in the age bracket of 13 – 15 (55%), 10 respondents were above 17 years. From the table all the respondents are still children because they are not yet 18 years old (constitution of Kenya). We should also note that all these children were born during the armed conflict period. Many have experienced the consequences of the conflict, which may not easily pass away from their memories. As noted by child development experts, it is argued that early child hood experiences have an impact on children when they are adults (Berk, 1999).

**Table 4.3 Last term's position in class**

Position in class	Frequency	Percentage
1 – 10	10	10
10 – 20	15	15
20 – 30	20	20
30 – 40	30	30
40 – 50	15	15
50 – above	10	10
Total	100	100

Source: School reports (2008)

The above table shows that pupils' positions in their last term's majority of pupils were in between positions of 30 – 40 (30%). We should note that each class has a population of over 200 pupils (documentary to the respondents head teachers office). According to the respondents they claimed that they were performing generally better than any other schools in the regions despite the effects of the conflict. Each class however, has 2 – 3 streams. This means that in each stream they are over 60 pupils.

**Table 4.4 whether parents are alive**

Parents alive	Frequency	Percentage
Yes	40	40
No	60	60
Total	100	100

Source: primary data

Majority of pupils reported that they were orphans (60%). Most were paternal orphans that are they had lost their fathers. In African societies, the father is supposed to be the head of the family and if he is absent, this means that the family cannot fend for itself. Okwir, A.S.A (1983) found out that children from one-parent households have lower grades, lower test scores and higher dropout rates than those from two parent households. Single parents often have low level of involvements in the children's academic performance because of absence of a parent; such parents usually have limited supervision over their children. Single fathers may not even know whether their children attend schools regularly or not; or ensure that they do home work.

Ezero (1983) also found out that children raised by just one parent often have emotional problems especially if the male parent rears a female child and vice versa. This leads to poor academic performance.

Respondents also reported that some live with their parents, others with relatives and some with church run charities.

#### 4.2 Effects of Post Election Conflicts on the pupils academic performance

**Table 4.5 The period spent by the pupil in the current schools**

Period spent in schools	Frequency	Percentage
From P1 – Today	40	40
Moved in because of war	60	60
Total	100	100

Source: school inventory reports

From the table above, it can be clearly observed that majority of pupils (60%) moved in Gatanga division standard schools from and where, because of the war. This means that only 40% can be said to be permanent residents of Thika Town. Those who moved to Thika town because of the war came from all over the region around Thika district and even beyond. It should be noted that at the peak of the conflict (2003) many people from the Gatanga region had to run to Thika town where at least security was guaranteed. People during that period, had to sleep in open air space all over the town until internationally police posts were established in other towns and the surrounding villages. This had an effect on parents and when faced with such hardships, everyday existence becomes difficult and so far as children development is concerned there is breakdown of the social support system (Nambi, J, 2000), hence contributing to low academic performance.

**Table 4.6: Whether pupils have ever faced any war scenarios**

Response	Frequency	Percentage
Yes	100	100
No	0	0
Total	10	100

Source: primary data

As noted by many researchers both local and international, such as (Natukunda – Togboa; E. 1991), (Kagimvet al, 1996), (Cairns, E, 1996) and international organization operating in the region such as UNICEF, OXFAM, USAID, Human Rights Watch et al, the conflict in Kenya has been one of the most developing conflicts in Africa. From the table above, all respondents claimed that they had witnessed post conflict violent scenarios. Some claimed that they had seen armed persons torture, cut off peoples limbs and those of their fellow children, had witnessed scenarios of abduction, cooking people alive et al. the responses from the above table was 100%. That is why sometimes, other researchers compare this conflict with Rwanda genocide.

In these circumstances, these psychological wounds experienced by these children will take long to heal. Because of such memories, of course the pupil's academic performance cannot be compared with that from the peaceful regions. To worsen the situation, some pupils reported that they witnessed their parents being killed and tortured. This increases the children's chances of maladjustment even when they are adults. This was observed by Kinzie et al, (1989) in the Cambodian conflict. The support and affliction of parents is the best safeguard against lasting problems. But in this case many children have lost their parents and other family members and the community that could provide some social support systems is entangled with service problems.

**Table 4.7 whether pupils think that the war has contributed to low academic performance**

Response	Frequency	Percentage
Yes	100	100
No	0	0
Total	100	100

Source: primary data

Whether there could be other factors that have contributed to low academic performance, 100% (all respondents) agreed that the war has affected their academic performance. Because of traumatizing experiences, uncertainties, lack of social support et al, the researcher agrees that the pupil's responses actually depict their feelings. Although many agreed that they get enough attention from their teachers and from the surviving parents and other care givers, they insist that concentration and attention is distracted by their internal feelings.

The government and other international organizations, NGOs, CBOs, FBOs and individuals from both within and without have had a helping hand although it is surpassed by the magnitude of people in need of help. Pupils reported that Free Primary Education (FPE) is in place and substantial scholastic materials are in place, although food is not enough.

Therefore, the problem of lack of fees is not related to their low academic performance. The government and other intentional governments and bodies have contributed billions of shillings to fight these negative situations of the conflict including special grants to the education sector.

**Table 4.8 Whether the pupils are interested in their learning**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	80	80
No	20	20
Total	100	100

Source: primary data

Most pupils responded positively to the question (80%) since there are no other activities that the children can do (except those who have gone back to their ancestral homes) these pupils find it convenient to go to school, where they can interact with their fellow children; apart from helping their parents and care givers, in house keeping activities, they prefer to go to school. In Thika town, the local government is very strict about finding children loitering around the town. However (20%) reasoned that learning is not interesting to them. This could be because of severe trauma, stress and experiences of these children are feeling.

However, the researcher also learnt that there are some children who have deliberately dropped out of schools, some female children have been prematurely married while others have had early pregnancies. Others have been lured to move to Sudan where they get married. Others have been married off by their parents and care givers.



### 4.3. Other Factors That Affect Academic Performance of Pupils

**Table 4.9: Whether the pupils know of their friends who have lost their parents because of HIV**

Response	Frequency	Percentage
Yes	80	80
No	20	20
Total	100	100

Source: primary data

80% of the pupils know that AIDS kills and has contributed second to the armed conflict as far as their experiences is concerned. Whereas at first, some people from that region had a stereotype feeling that AIDS was concentrated in Southern Regions (including central region of Kenya) and that it was being exported by the “city people” to that region”, however, no sooner than later, the region has experienced a high growth rate of AIDS victims. This has left many orphans, widows and widowers. As discussed earlier, when family social welfare is affected, then of course the children’s academic performance is compromised. The number of orphans in Northern region is over 500,000 (UAP). It can be conclude that the war and AIDS have had devastating consequences not only on children but on the general population.

**Table 4.10 Whether some pupils use drugs and alcohol**

Response	Frequency	Percentage
Yes	60	60
No	40	40
Total	100	100

Source: primary data

Most pupils agreed that they know some of their friends who smoke marijuana and drink alcohol (60%). This was confirmed by the schools administrators and attributed it to learned

behaviours from their parents / caregivers / adults. This is true with Bandura’s social learning theory (1999).

Another reason could be because of peer pressure and traumatic experiences related to the conflict. This of course affects academic performance of pupils engaged in this behaviour. Where family and social welfare has broken down children tend to become maladjusted (Cairns, 1996).

#### 4.4 Attention Extended to the Pupils to Improve their Academic Performance by the Government and International Organizations, Ngos, Cbos, Fbos and Individuals

**Table 4.11 Assistance from the government**

Response	Frequency	Percentage
Pays schools fees	100	100
Provides scholastic materials	80	80
Provides food	80	80
Provides uniforms and other clothing	60	60
Provides medical care	50	50
Total		

Source: primary data

The above question, pupils were asked to rank each assistance they get from the government. Ranked highest was schools fees, followed by scholastic materials and food while medical care was ranked last. Schools administrators agreed that indeed the government has contributed all it can o assist these children. However, some of the items are not enough.

**Table 4.11 Assistance from international organizations, NGOs, CBOs, FBOs and individuals**

Response	Frequency	Percentage
Pays schools fees	80	80
Provides scholastic materials	80	80
Provides food	100	100
Provides uniforms and other clothings	100	100
Provides medical care	80	80
Total		

Source: primary data

Like in table 4.11 pupils were again asked to rank each assistance they get from the international organizations, NGOs, CBOs, FBOs and individuals. From the table the pupils ranked the provision of food and clothing as number one (each 100%). They were followed by schools fees, scholastic materials and medical care. When the researcher probe about these responses, he was informed that organizations have a tendency to hand over their items / assistance to each individuals. For instance each pupil is given his / her ratio of food items such as bread, biscuits and used clothes donated. To pupils this is taken as very precious. There is a tendency of children who are still young to value petty things such as toys, unusual food items such as improved biscuits, sweets, et al. In child development, it is said that the children are in their earlier stages of cognitive development as laid down by Jeane Piaget, a child development research pioneer.

The pupils also appreciated the help they get from individuals both within and abroad, and frequent visits from children from other schools in Kenya and abroad.

Asked whether the children like their country their responses varied from positive to negative. Others said the present government was responsible for their woes while others said

that this government is considerate, its soldiers who are based in their town are well behaved. During focus group discussions with the schools administrators and local government officials, they put on local politicians who were bent on achieving their own goals. During group discussion with most of the stakeholder, they were of the view that conflicts like this should be avoided and dealt with immediately. If possible peaceful means should be used to solve political indifferences in future.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.0 Introduction**

The purpose of the study was to find out the effects of Post Election Conflicts on academic performance of pupils in Kenya, a case study of Thika district and Gatanga division standard school, Thika town.

#### **5.1 Summary of the study**

The study was guided by one general objective which was to identify effects of Post Election Conflicts on academic performance of pupils in Kenya, Thika district, Gatanga division primary schools. Three specific objectives were drawn from which three research questions were derived to guide the study. The study covered 100 pupils both males and females drawn from both standard seven and eight, Gatanga division standard school.

Both qualitative and quantitative research designs were used.

#### **5.2 Conclusions**

Indeed the armed conflict in the region has had a negative effect on pupil's academic performance. Because of war experiences, many pupils still maintain the war memories which cannot allow them to concentrate and pay attention to their learning.

Many children have lost their parents and close relatives hence, they lack close social support which affects their academic performance. Other pupils reported that some of their parents have died also of AIDS which has worsened the situation. Under such circumstances academic performance of children is undermined.

The schools where the research was carried out comprises of very man pupils from all over the district and even beyond. This town was used as a protected zone when the conflict reached its peak. The schools are over crowded and this affects academic performance. Because of the magnitude of all the above psychosocial problems, some pupils engage in maladjusted behaviours therefore comprising their education expectations and performance. Reports of drug and alcohol use was reported, early marriages and pregnancies were also reported.

### **5.3 Recommendations**

The research recommends the following;

- (i) As peace returns to the area of conflict, special attention to children should continue especially as counseling and follow up studies are concerned.
- (ii) The region should be given special attention over other regions to get it up again on its feet.
- (iii) Politicians should learn a lesson from this conflict and only affects the fighting groups but mostly the innocent civilians.
- (iv) Incentives should be used on teachers to attract them to deliver tirelessly.
- (v) Schools inspection should be carried out from time to time to ensure that the system is rising to its feet.
- (vi) Apart from FPE contributions, more aid such as food and clothing should continue to be given to these children.
- (vii) The local population should learn to forgive each other and forget past wounds and lie in harmony.

## REFERENCES

Annan J., et al; (1991). Manual for Facilitators of Community Volunteer Counselors, AVSI 2001.

Caden, J., (2005), Unaccompanied Children in Internally Displaced People's Camps (unpublished).

Cairns, E. (1996). Children and Political Violence. Cambridge: Blackwell

Human Rights Watch, Renewed Conflicts in Kenya. Abducted and abused. New York. July 2003.

Kagimu et al; (1996), Consequences of War in Kenya (unpublished).

Kinzie, J.D., et al; (1989). A three-year follow of Cambodian young people traumatized as children. Journal of the American academy of child and adolescent psychiatry, 28, 501 – 504

Ladd, G.W. and Cairns, E. (1996). Children: Ethnic and Political violence. Child Development, 67, 14 – 18.

Lifschitz, M., et al; (1977). Bereaved children: The affects of mother's perception and social system organization on their short-range adjustment. Journal of child psychology.

Macksoud, M. (1994, March – April). Children

Mcintyre; Peace and Reconciliation for Children of war, World Vision, Kenya, Kampala, 2001.

Nambi, J., (2006), Vulnerable children (unpublished)

Ressler; et al (1993). Unaccompanied children: Care and Protection in wars, natural disasters, and Refugee Movements, Oxford University

UNHCR (PTSS). Working with unaccompanied children community, a family based approach, (Geneva, 1994).

Kenya constitution (1995)

Berk, J (1999), Child Development (4<sup>th</sup> edition). Boston, Allyn & Bacon

Okevir, N. S. O (1983). A study of home factors influencing academic achievement of standard seven pupils or Thika District. Unpublished Master thesis, Makerere University.

Ezvu, R. (1983), Sociology of education. Couman of Lagos and London.

USAID – USAID Assistance to Kenya, 2006

UAP – Kenya AIDS Project Report 2004

Bandura M. (1899), Social Learning, McGraw, New York.



## APPENDIX I: Questionnaire For Pupils Of Gatanga Division Standard Schools Thika Town

Dear Respondent,

This study is about finding out the effects of the Post Election Conflicts on academic performance in your region. This information is strictly for education and research purposes only. All information will be kept confidentially. Your name is not required.

Thank you.

### SECTION: Background Information

1. Sex .....
2. Age .....
3. Class .....
4. What was your last terms position .....
5. Are your parents alive?  
Yes  No

Who is alive?

Mother

Both

Father

7. Whom do you live?

Mother

Father

Relatives

Others .....

**SECTION B: Effects of Post Election Conflicts on the Public Performance Standard Schools**

1. How long have you been in this school?

Since I started schools

I moved in because of war

2. Have you experienced any war scenarios?

Yes

No

3. If yes, mention what you have experienced

.....  
.....

4. Did any of your parents die in the conflict?

Yes

No

5. If yes, does this affect your learning?

Yes

No

6. Because of the war, education levels have gone down

Yes

No

7. How many pupils are in you class?

Less than 50

50 – 70

70 – 100

100 – 150

8. Do you get enough attention from your teachers?

Yes

No

9. Do you have enough scholastic materials for your learning?

Yes

No

10. Do you get enough attention from your parents / care givers after class?

Yes

No

11. Do you have a problem with schools fees?

Yes

No

12. Do you sometimes go to work before / after classes?

Yes

No

13. How many children are you in your family?

2

More than 3

More than 5

14. Are you interested with your learning?

Yes

No

15. If no, why are you not interested?

.....  
.....

16. How does the government help you?

- Paying schools fees
- Providing scholastic materials
- Providing food
- Providing uniform

17. How does the international organizations and CBs and UNICEF, Action Aid, USAID, help you?

- Paying schools fees
- Paying scholastic materials
- Providing food
- Providing uniform
- Others .....

**SECTION C: Other Factors That Affect Academic Performance Of Pupuls Of Gatanga Division Standard Schools**

1. Do you know of your friends who have been disabled because of the war?

- Yes
- No

2. Do you know of your friends who do not go to school?

- Yes
- No

3. Do you know of your friends who have dropped out of school?

- Yes
- No

4. Do you know of your friends who have lost their parents because of HIV / AIDS?

- Yes
- No

5. Do you know of your friends who have got married while at school?

Yes

No

6. Do you know of your friends who use drugs?

Yes

No

7. Do you know of your friends who drink alcohol?

Yes

No

8. Do you know of your friends whose parents have stopped them from going to school?

Yes

No

**SECTION D: Attention To Pupils Plight By Government And International Organizations, NGOs, CBOs, To Improve The Pupils Academic Performance**

1. How does the government help you?

Paying schools fees

Providing scholastic materials

Providing food

Providing uniform and other clothing

Medical attention

2. How does the international originations, NGOs, and CBOs help you

Paying schools fees

Providing scholastic materials

Providing food

Providing uniforms and other clothing

Medical attention

3. Who has helped more, the government or international organizations?

Government

International organizations

4. Do some children from other schools visit you?

Yes

No

5. Do you get some help from individuals in Kenya?

Yes

No

6. What kind of help?

Clothing

Food

Homoplastic materials

7. Do you like your country?

Yes

No

**APPENDIX II: Interview guide for head teachers, teachers and other education stakeholders in Gatanga division standard schools**

1. How many pupils are in your school?

.....  
.....

2. Are there pupils who moved in from other schools?

.....  
.....

3. Has your schools been affected by the Post Election Conflicts?

.....  
.....

4. How are you handling the situation?

.....  
.....

5. Do you have enough assistance?

.....  
.....

6. What is the way forward?

.....  
.....