

Assessment of Effects of Ethnic Conflict on Household Livelihood in Turkana East Sub-County Kenya

By

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Abstract

The purpose of the study was to assess the effects of ethnic conflict on households' livelihood in Turkana East Sub- County Kenya. The study objectives were to assess the effects of ethnic conflict on access to education in Turkana. The sample size was 298 respondents who were household heads, chiefs and school teachers. Data was collected using guided questionnaires for household heads, interviews schedules with chiefs and school teachers. The data was analyzed using descriptive survey method then presented in the form of tables, and figures. The study found that ethnic conflict contributes to less enrollment of children to school, massive school dropout, poor performance and inability to attend schools. From the findings the study concluded that conflict caused physical displacement of teachers and children, loss of lives, disrupted education programs, burning of schools, school dropout, reduced children enrolment levels, closure of schools and poor performance in Turkana East Sub-County Kenya. The study further recommended that the National Government together with the County Government should work in cohort with the security agency to ensure the right of children are protected and given favorable environment to access and enroll into various schools within the County. There is also need for counselling to the victims of conflict and educational sponsorship programs to the needy children.

Key words: Kenya, Turkana, Ethnic conflict, household livelihoods and effects

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Introduction and Background to the Study

This article covers the background to the study, statement of the problem, study objective, justification of the study, literature review, theoretical and conceptual framework, research methodology, findings, summary, conclusion and recommendations of the study carried out to assess the effects of ethnic conflict on household livelihood in Turkana East Sub-County Kenya.

Ethnic conflicts have adverse effects in education both at the global and the national level. It is a global evident in countries such as Yugoslavia, Bosnia, Palestine, Israel, Lebanon and Syria. Many Africans countries have also experienced a series of ethnic conflict in the past two decades and there is no doubt that many of the effects of conflict that exist globally are from Africa (Malik, 2014). According to (Otunnu, 2002) he states that nearly 80% of global conflict affects children. The European Union procedures on children and conflicts are projected to have claimed the lives of over four thousand children, maiming, orphaning two million and creating up to twenty million child immigrants globally making it the extreme cause of their suffering (MacDonald, 2007).

According to United Nation report (2011) conflict damages schools and thus limits educational opportunities in conflict zone area, causing children and their families to abandon their residences and splitting of their families. The report further stated that fear and insecurity associated with ethnic conflict kept children out of school especially with disability who needed constant attention and care from the parents. Jean (2006) suggested that conflict is the greatest challenge facing sub-Saharan Africa as Frequent conflicts have caused destruction of schools, displacement of people, abduction of children, loss of life resulting to poor performance by children.

Also in Pakistan, violent conflicts between 2006 and 2011 led to abrupt shutdown of schools (Education policy and Data center 2010). These menaces have interfered with girls' schools as one out of other girl's school was closed. Many children left school because of ethnic conflict and in other countries such as Nigeria (Yakubova, 2014) girls were abducted, raped, subjected to early marriages, others were killed while on their way to school hence interfered with the normal learning process to majority of student as well as the school performance.

Under the constitution of Kenya 2010 children have a right to education and this right is also enshrined in the Universal Declaration of Human Rights (1948). According to (Kalem, 2003) the Dakar world Education forum framework for action (2000) makes it clear that education is mandatory from early childhood to adulthood and that there should be inclusion of all stakeholders in preparing a national plan for basic education for all. However, in the world education forum that was held in Dakar in April 2000, it was discovered that one of the obstacles to attaining basic education was existence of conflict in most of the countries (INEE 2004). The Education system in Kenya has been a great importance over many years ago. Many managements institution have prioritized education at the fundamental factor of

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livelihood. The idea of education empowerment and admission to primary education system has been endorsed in Kenya. The establishment of free primary education unlocked new avenues for Kenyans to benefit from basic primary education (Wachira, 2015). Despite all these privileges accorded to children to receive basic education, the ultimate goal has not been met due to unraveling conflict that interfered with the education programs through burning of schools, loss of lives, psychological trauma and forced displacement.

According to (Stefan, 2010) ethnic conflict that exist in the north rift part of Kenya originate from cattle rustling, this is because majority of community members that live around this area are pastoralist. The author notes that the number of ethnic conflicts witnessed in the Northern parts of Kenya have increased with exacerbated effects on household livelihoods in Turkana East Sub-County including, loss of lives, property loss lack of access to education. According to (Burton 1990) ethnic conflicts have a major consequence to communities leading to displacement of families, children separated from their parents, killing and maiming children while others become orphans. (Bruton, 1990) further pointed out that as a result of ethnic conflict majority of children have drop out of school to head households and others are unable to attend school due to existence of conflict. Parents and guardians who are affected by the negative effects of ethnic conflict also do not have education resources to support and sustain the education livelihood of their children.

In relation to the survey report by world vision in (2004) to assess education status in Turkana East Sub-County, it was discovered that children enrollment rate was 53% and 6.8% was failure in the National examination. The survey stated that poor performance was due to the fact that majority of students in Turkana East Sub-County Kenya did not sit for exams since they were not registered under the National Examination body. The report highlighted that many of the students' whereabouts could not be traced to sit for the National Examination due to massive displacement and others were not adequately prepared for exams because of the psychological trauma emanating from the loss of their parents, while other pupils unanimously decided to drop out of school citing issues of insecurity particularly in schools due to ethnic conflict by bandits.

Based on the above discussions, the study seeks to cover the research gap in the effects of ethnic conflicts on access to education, also the study seeks to assess the negative effects of ethnic conflict on the ability of children to attend school, Effects of ethnic conflicts on the ability of children to seek enrollment in school, Effects of ethnic conflict on learning process to children, Effects of ethnic conflict on school dropout by children and finally effects of ethnic conflicts on performance of children in school. The study finally aims to recommend the findings to the National Police Service Kenya, the Sub-County department of Ministry of education and other relevant stakeholders for consideration.

Statement of the Problem

Various Studies have shown that ethnic conflict is a major threat both globally, regionally and nationally which also drop down to the local County, Sub County of the Northern western part of Kenya. Unfortunately, Africa is one of the continents in the world that has been continually plagued by the effects of ethnic conflict, Countries like Nigeria, Burkina Faso, Mali and Somalia have been on the verge of ethnic conflicts that have exacerbated economic development in African Countries. Kenya is not left out in terms of ethnic conflicts as it has dry land areas of eastern and northern parts occupied by bandits (Pokots and Turkana) who are prone to conflict.

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Ethnic conflict experienced in North Rift Turkana County has had adverse effects on education sector. According to survey report by world vision in (2004), it indicated that the number of ethnic conflicts witnessed in the Northern parts of Kenya have increased with exacerbated effects on livelihoods including poor of access to learning institutions, burning of schools and exams materials, loss of lives that caused traumatic stress and barricaded access roads to schools.

Therefore, the research gap which this study addressed is how to turn differences in ethnicity from being a societal challenge into an opportunity for the society to promote progress of household livelihood activities such as regular access to learning institutions, high number of student's enrollments and good performance. This therefore formed the basis of the study that seek to assess the effects of ethnic conflict on household livelihood in Turkana East Sub-County Kenya.

Study Objective

To assess the effects of ethnic conflict on access to Education in Turkana East Sub- County Kenya.

Justification of the Study

The study was justified at academic level that emphasized that a number of academic research work concerning ethnic conflicts have been done, but none of them has focused on assessing the effects of ethnic conflict on access to education especially in Turkana East Sub-County Kenya. Therefore, this study contributed to more concerns in the areas of ethnic conflict and education empowerment most predominantly in conflict prone areas. The findings of this study formed the basis for deep academic discussions and recommendations for further research on related topics.

Review of Related Literature

This section covered review of the existing literature related to the research topic. It presents an overview of previous work in line with the research objectives and background for the study. Inter-ethnic conflicts have been experienced in many countries in the world. Somalia is one of the most affected countries in Africa. A report by the Elman peace and Human Rights began in 1991 and are still on to date. A report by the Elman peace and Human Rights Organization (December 2008) verified that 16,210 civilians had been killed and 29,000 wounded since the start of conflicts in December 2006. Conflicts have caused destabilization and instability throughout the country and have seen the Somali Government losing substantial control of the state to the rebel forces.

Effects of Ethnic Conflict on Access to Education

Opiki and Adeleke (2015) state that as a result of ethnic conflict, there was reduced admission to institution because of breached security for pupil and teachers as they move to school or while joining classes. This had negative effects on school performances and the availability of teachers. Also, Schools were momentarily closed during the time of conflict and the school processes were temporarily postponed thus negatively affected the school syllabus and programs.

In Pakistan, violent conflict between 2006 and 2011 led to abrupt shutdown of schools (Education policy and Data center, 2010). This perversely interfered with girls' schools as

one out of other girl's school were closed. Girls feared being raped and most parents decided not to take their girls to school. Many pupils left school because of ethnic conflict and in some countries such as Nigeria (Yakubova, 2014) girls were abducted hence they could not access learning institution.

In relation to the Education policy system and data center (2010) momentary shutdown of school resulted into rise in number of students who left school. This happened because there were few learning institutions to be accessed. Akresh and De Walque, (2008) discovered that during the Rwandan Genocide of 1994, students who were vulnerable to conflict were definitely less possible to finish school as trauma and burnt learning institution prevented children from accessing schools.

Theoretical and Conceptual Framework

The study was grounded on greed versus grievance theory by Collier and Hoeffler (2002). The theory stated there are the two primary motivations that people often use when explaining their conflict; this dichotomous explanation for the origins of armed conflict compares and contrasts these two motivations. To put it more succinctly, people start fights for one of two primary reasons: either they are greedy and want to take advantage of others, or they are grief over some reason of who they are as a person (race, religion, socioeconomic status, etc.). The "theory of greed versus grievance" is a useful framework for conducting an investigation into the causes of Africa's wars and conflict and the effects to social livelihoods in education sector.

According to (Hasan and Lahiri 2017), Nations that are abundant in natural resources, such as Sierra Leone and Angola which are rich in diamonds, as well as Cambodia which contain abundant of timber and Colombia which is abundant in coca are more likely to be involved in violent conflict. According to the grievance hypothesis, hostility is fueled by discontent with one's status in life and the pain that follows from that dissatisfaction. Recent acts of violence in areas such as Gaza can be traced back to people's perception that they have been wronged in some ways such as when the state polarizes certain religious, ethnic, or tribal groups. David Keen, a prominent opponent of the greed versus grievance thesis contends that the two ideas are inextricably linked and cannot be investigated in isolation from one another. According to him, Collier's quantitative research methods which he said gave too little weight to individual data and the subjective experiences of conflict parties are in conflict with his stance because they give too little weight to individual data. They argued that the concept of greed or grievance is rarely the primary reason of ethnic conflict that illustrate the motivating factors about its existence (Collier & Hoeffler, 2002).

This theory was relevant to the study because conflict in Turkana East is driven by egotistical motivations and feelings of resentment. Because they may feel that they have been the target of discrimination, certain groups may believe that they are within their rights to put up a struggle. The desire to exercise control over the water sources and the quality of the pastures is another consideration. This hypothesis is a fantastic description and a credible explanation for the difficulties that beset not only Kapedo area but the entire Turkana Region which is where numerous conflicts occur for a variety of reasons including social, political and cultural factors.

Conceptual Framework

Figure 1 illustrates the interaction that exists between the independent variables and the dependent variable. On the below diagram, the variables are extracted from the research topic effects of ethnic conflict on household livelihood where the independent variables are Ethnic conflicts and the dependent variables is the access to education. The sub-variables include access to enrollment, the school performance, school dropout and the progression, as shown in the figure 1 below;

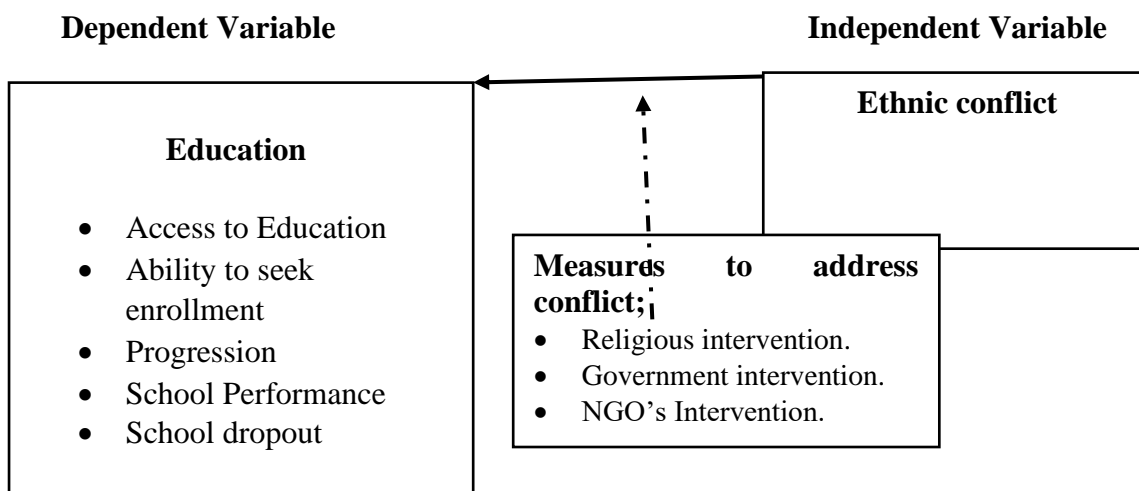


Figure 1: Conceptual framework

Source: Field Data 2022

The dependent variable in figure 1 above is access to education by pupils and it is divided into sub-variables that addressed the effects of ethnic conflict on ability to seek enrollment to school by children, effects of ethnic conflict on school performance, effects of ethnic conflict on progression and effects of ethnic conflict on school dropout as shown in the figure 1 above. The interaction of these variables would determine access to education from the study carried to assess the effects of ethnic conflicts on household livelihood in Turkana East sub-county Kenya.

Research Methodology

The study adopted mixed method approach design based on descriptive techniques to address the research questions. The study focused in Turkana East Sub-County in the three wards; Lokori, Katilia and Kapedo respectively. The decision to select the location was informed by the rise in ethnic conflict majorly in Turkana East Sub- County Kenya. Primary information was collected through administration of structured guided questionnaires while Interviews for security stakeholders and teachers was used to supplement data obtained from the questionnaire's forms.

Both open-ended and closed-ended questions were used to collect data from the household heads, school head teachers and the security stakeholders. Interview schedules was used to obtain data from the school head teachers, security chiefs and the sub-county officials. The guided questionnaires were sent out to the respondents (county authorities) by

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email or any other platform which was convenient to them; once they are filled the respondents sent their responses via email.

Target Population

The research was based in Turkana East Sub County, Turkana County. The study assessed the effects of ethnic conflict on access to education in Turkana East sub-county with target population of 38,756 that included 100 household’s heads, 20 Local administrative chiefs, 10 security stakeholders, 10 school teachers and head of education within the sub-county and 38,616 Morans as shown in the table 1 below;

The table 1 shows the distribution of target population for the three wards;

Table 1: Target Population

Category	kapedo	Lokori	Katilia	Target population
Household heads	40	30	30	100
Local administrative chiefs	10	5	5	20
Security stake holders	5	3	2	10
School teachers and head of education sectors	5	3	2	10
Morans	18,616	10,000	10,000	38,616
TOTAL				38,756

Source: Field Survey 2022

The sample size was 298 including 23 school head teachers, 20 household heads, 28 local administration chiefs, 27 security stake holders who were the key informants, and 200 Morans, the promotional sampling was utilized so that they can be distributed in the appropriate manner. Depending on the research timeframe 298 respondents were adequate for the study as the researcher was able to reach all the respondents within the stipulated period as shown in table 2;

Table 2: Sample Size Per Category of Respondents

Category	Kapedo	Lokori	Katilia	Respondents
Household heads	10	5	5	20
Local administrative chiefs	10	9	9	28
Security stake holders	10	8	9	27
School teachers and head of education sectors	8	7	8	23
Morans	50	70	80	200
TOTAL				298

Source: Field Survey 2022

The study focused on the sub-variables that included the effects of ethnic on the ability of children to attend school, Effects of conflict on the ability of children to seek enrollment in school, Effects of ethnic conflict on learning process to children. Effects of ethnic conflict on

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school dropout by children and finally effects of ethnic conflict on performance of children in school. The findings of the study were recommended to the relevant authority in both the National and county education departments for purpose of informed decision on how to mitigate ethnic conflict.

Data was collected using guided questionnaires for the household heads, interviews for the school teachers, chiefs, secondary data was obtained through the internet. Data was analyzed using quantitative descriptive survey method and ethical considerations for the study were adhered to.

Findings and Discussions

This section presents the research findings, analysis and presentation of data obtained from the field. The study sought to assess the effects of ethnic conflict on household livelihood in Turkana East Sub- County Kenya. The findings of this study are based on the study objectives which focused on the effects of ethnic conflict on access to education in Turkana East-Sub County Kenya. The section also presented the findings in form of frequency distribution table and pie charts.

Effects of Ethnic Conflict on Access to Education in Turkana East Sub-County

To address the study objective that sought to determine the effect of ethnic conflict on access to education in Turkana East Sub County. The study focused on questionnaires forms that were filled by the respondents using the Likert scale (Strongly Disagree (SD), Disagree (D), Unsure (U), Agree (A), and Strongly Agree (SA) to find out the effects of ethnic conflict on access to education.

In order to obtain indebt data, the study focused on the sub-variables and asked the respondents through guided questionnaires forms and interview schedules to provide their thoughts on how conflict affect the ability to attend school, Effects of conflict on the ability to seek enrollment in school, Effects of conflict on learning process to children, Effect of conflict on school dropout by children, and finally effects of ethnic conflict on performance of children in school.

Effects of Conflict on the Ability to Attend School

The researcher interviewed school head teachers and the local area chiefs to find out the effects of ethnic conflict on the ability to attend school. In response the study found that majority of the respondent strongly agreed that presence of ethnic conflict affect the ability of pupil to attend school as shown in Figure 2 below;

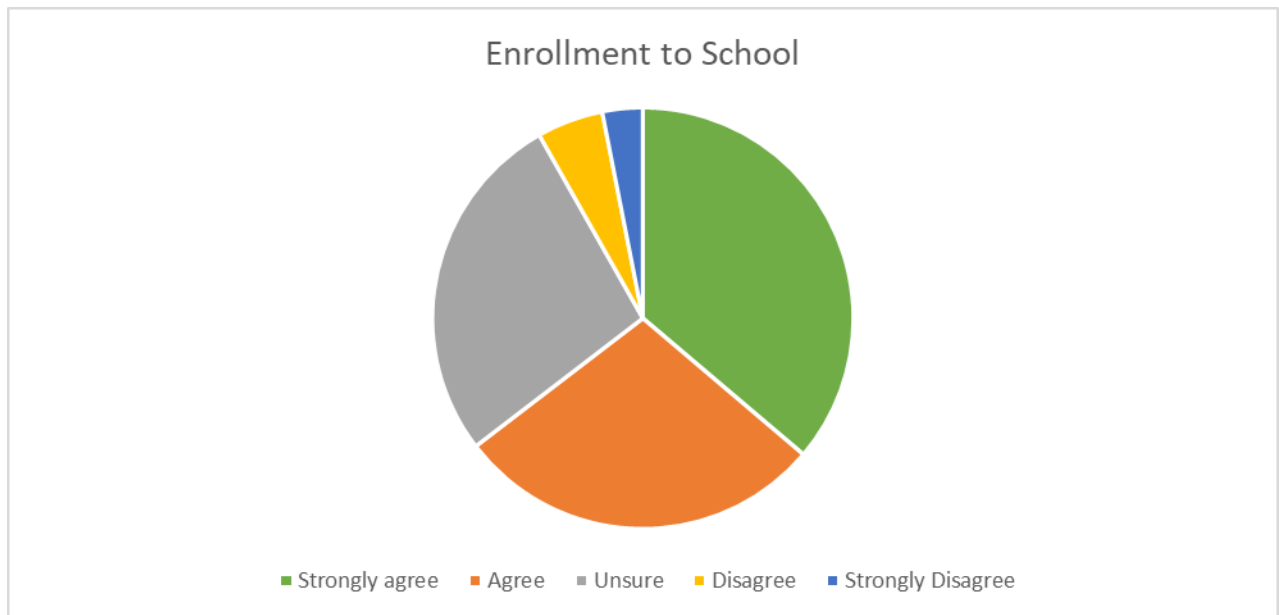


Figure 2: Effects Ethnic Conflict on ability to attend school

Source: Field Survey 2022

In a bid to confirm whether the statement was true in an open-ended question, the study interrogated one of the respondents with respect to figure 2 above and respondent 1 said that; Conflict is a detrimental factor to Education especially in Lokori primary school, during conflict children remain in their homes as they fear that they might be killed while on their way to school, some pupils get disturbed psychologically as their thoughts tend also to get diverged by the possible negative outcome of ethnic conflict which adversely affect the chances and ability to attend learning institution in Turkana East Sub-County (Respondent 1). Some of the bystanders were also interrogated to supplement information from the key informants and from their response, majority of people interrogated confirmed that impact of ethnic has been huge particularly in the education sector because of poor performance recorded in the past years.

The study also sought the views of the key informants concerning the effects of ethnic conflict on enrollment in school and the middle- aged respondent 2 stated that;

As the area chief my duty is to ensure that children have the ability to attend school because it is enshrined in the constitution that every child has a right to basic primary education. But this has not been the case during period of ethnic conflict because physical facilities such as classrooms were being burnt by the bandits hindering the need and ability of children to attend and perform in school (Respondent 2).

These quotes from the respondents were found to be in line with the findings of research done by (Karanja, 2012), which stated that ethnic conflict in schools lead to damage of school's facilities such as classrooms, dormitories, school libraries and offices that hinder the achievements and objective of the learner's performance as shown in figure 2 above.

Effects of Conflict on the Ability to Seek Enrollment in School

The researcher interviewed the school head teachers and the household heads to find out how ethnic conflict affect the ability to seek enrollment in school. In response the respondent agreed that presence of ethnic conflict affect the ability of pupil to seek enrollment to school

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as shown in table 4 below. The respondents reported that ethnic conflict affects enrollments and retention of children in public primary school through displacement of families, loss of lives, property destruction, burning of schools, transfer and migration of teachers that extremely decreases the enrolment of children in private and public schools. They emphasize that during conflict, communities migrate to safer areas hence reduce the number of children enrollment in most public as well as private schools located in conflict prone areas as shown in table 4 below;

Table 4 Effects Ethnic Conflict on Ability to Seek Enrollment in School

	Strongly Agree	Agree	Unsure	Disagree	Strongly disagree	Total
Frequency	84	66	63	10	9	232
Percentages	36.2%	28.4%	27.2%	5.1%	3.1%	100

Source: Field Data 2022

The study interrogated one of the respondents’ (Respondent 3) with respect to findings from the table 4 above and the respondent stated that:

Most of the children are shocked during ethnic conflict because they think that they are going to die. Most of them are terrified because their parents are killed and houses burnt. Some leave school and move to safe areas, others are traumatized with the incidents of losing their families and can’t enroll and concentrate in class (Respondent 3).

Opinions from the household heads who also reported that the reason for less enrollment in school is that, the institution may have been destroyed or burnt hence depict hostile environment for learning and performance. In addition, as a result of conflict people are displaced and move to deserted places where schools are inaccessible thus interfere with the normal operation of school.

These quotes were found to be in agreement with the findings of (Opiki and Adeleke ,2015) in their study which stated that because of ethnic conflicts, there was less enrollment in institutions because of extreme hostile environment for students and teachers as they move and joined classes for teaching, hence this had negative effects on how the students enrolled and performed in school.

Effects of Ethnic Conflict on Learning Process to Children.

Under this category the study interviewed the parents as well students to determine how ethnic conflict affect the learning process to children. The respondent agreed that presence of ethnic conflict affect the learning process of children in school as shown in the table 5 below;

Table 5: Effects of Ethnic Conflict on Learning Process to Children

	Strongly Agree	Agree	Unsure	Disagree	Strongly disagree	Total
Frequency	84	66	63	10	9	232
Percentages	36.2%	28.4%	27.2%	5.1%	3.1%	100

Source: Field Survey 2022

The study found that there is no favorable environment that support learning process due to conflict as children move from one place to the other in search of safe places. In addition, they are being displaced, schools being burnt down, parents killed hence suffer psychologically from the loss of parents that severely affects the learning process to pupils of Lokori primary school.

The researcher further interrogated one of the key respondents (Respondent 4) in regards to findings as shown in table 5 above and the respondent reported that;

He still clearly remembers when the nearby primary school was raided by the bandits and torched, so many children were benefiting from the school as it was a few kilometers away from their homes and many children were able to access and learn. This came to an end when the school was burnt and teachers fled a way to safe places. That up to now no school has been built within the location and few children are being forced to move to up to 50 kilometers to find another school. The nearby school is at a far distance and only strong pupils are able to walk to that distance and the majority of children are still at home hoping that another nearby school will be constructed to ease access to school and learning process (Respondent 4).

To confirm whether the statement was true, the study interrogated one of the key informants and the respondent strongly supported that the statement was true since many children were still stuck at home because school was situated at distance place that was inaccessible by most pupils. From the excerpt it was a clear indication that ethnic conflict indeed affected the learning process of children. Another respondent from Kapedo areas was randomly interrogated concerning the effects of ethnic conflict on learning process with regards to findings from table 5 above and respondent 5 said that;

Throughout the period of conflict, I was terrified as I thought I was going to die since my parents were killed and our house burnt down. We did not have anything to eat nor to drink. We tried to look for a safe place but all we could see are bodies of dead people lying without discernible plan. The whole village was smelling blood and we walked at a far distance until we got tired. We were not able to go back to school as the school was burnt to ashes, teachers were scared and fled away, our books were burnt and I did not realize the essence of learning since I was psychologically depressed and could not concentrate in school because of constant memory of my parent and the perception that school was no longer a safe haven (Respondent 5).

These quotes were found to be in line with (Opiki, 2015), who stated that conflict prevent the opening of schools and also increases the aspect of teacher’s absenteeism. It also threatens the children security while travelling to school and girls may be kept from school by their parents in fear of rape or gender-based violence. From these findings the study shows that majority of the respondent agreed that conflict affects the learning process of children as shown in table 5 above.

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Effects of Ethnic Conflict on School Dropout by Children

The school teachers together with the household heads interviewed at Turkana East Sub-County. They responded that ethnic conflict strongly contributes high rate of children dropping out from school at the lower level as shown in the table 6 below;

Table 6: Effects of Ethnic Conflict on School Dropout by Children

	Strongly Agree	Agree	Unsure	Disagree	Strongly disagree	Total
Frequency	84	66	63	10	9	232
Percentages	36.2%	28.4%	27.2%	5.1%	3.1%	100

Source: Field Data 2022

The study found that those that have left school due to conflict also discourage others not to go to school citing the danger that they risk being killed by the bandits. This hence contributes to massive school dropout most predominantly in Turkana East sub-county which is prone to ethnic conflict.

One of the respondents (Respondents6) who was interrogated based on the finding from the table 6 above said;

That due to conflict some children were left without parents. The elder children are the one left with the mandate to take care of their siblings who due to pressure of lack of food opt to drop out of school to seek menial jobs in order to provide food to their siblings. Many of these children are absent from school for a long period of time figuring out other probable means of survival and also to act as a guardian to siblings who are left behind them. It is clearly practical that School is no longer a priority to these children as their number one priority is to strive to get their daily bread. This aspect of lack of parents to provide and take care of young ones contributed to massive school dropout by majority of children (Respondent 6).

To justify further that ethnic conflict indeed contributes to massive school dropout as show in table 6 above, the study randomly interviewed one after every other teacher who strongly confirmed that presence of ethnic conflict derails the process of learning hence contribute to massive school dropout. Respondent 7 said;

From the analysis of last year National Examination, majority of students did not sit for their national examinations since they were not registered by the bodies of the examination council. Many of the students' whereabouts equally could not be traced for National examination due to displacement at their place of residence and others were not adequately prepared for exams because they couldn't come in to terms with the loss of their loved ones while others due pressure of persistent of ethnic conflict, they unanimously decided to drop out of school citing issues of insecurity particularly in the learning facilities (Respondent 7).

The study also found that Girls' schools especially one out of every two girls' schools, had to close because of ethnic conflict and many girls never turned back to school after conflict because fear of being raped or abducted for early marriages by the bandits. The respondents further reported that many school children drop out of school because of fear of being killed by the bandits.

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These submissions from the respondents were found to be similar with what happened in other countries, like Nigeria (Yakubova, 2014), where kids, especially girls were swiped away and can't access school due to ethnic conflict that rampaged the country. The study also found that Long-lasting ethnic conflicts can cause people to pay less attention to their studies, which can also lead to students dropping out of school in ways that are is hard to predict. In some cases, both students and teachers miss school at the same time due to existence of ethnic conflict that also interfere with the normal operation.

To gain more information concerning the findings from the table 6 above, the researcher further interviewed one of household heads (Respondent 8) who narrated that; When schools are closed down for a short time by the relevant authority, more students opt to leave school. This happens because of fear of being killed and also don't realize the value of education as majority of community members practice pastoralist as their way of life hence demean education by discouraging their children on the danger of attending or enrolling to schools. He added that Schools and students are at the center of ethnic violence as bandits are against education citing a concern that education will empower their children and deviate them from their norms and cultural practices. He further stated that Ethnic conflict interferes with school operations most predominantly the school going children and the teachers. It is imperative that children who are more likely to be hurt by violence are much less likely to finish school since they go through mental shock, pain, and stress because ethnic conflict has a huge negative effect on young people, especially school going children and they may have to stay in therapy for a long time to gain their mental wellness and resume to school (Respondent 8).

These quotes were similar with (Wachira, 2015) who stated that in Kenya the education system has been strongly affected by ethnic conflict in the frontier areas. At the peak of growth, many management institutions have put an emphasis on cutting costs by giving everyone a chance to go to elementary school and has been supported through introduction of free primary education. With the introduction of free primary education, Kenyans now have a new way to get a basic primary education (Wachira, 2015) Even so, people's ability to get educational services have been thwarted due to existing challenges relating wars and conflict (Ishiyama and Breuning 2011). From these findings the study found that ethnic conflict contributes to school dropouts from the study carried out to assess the effects of ethnic conflict on household livelihoods in Turkana East Sub-County.

Effects of Ethnic Conflict on Performance of Children in School

The study assessed the effect of ethnic conflict on performance to children. Majority of the respondents who were interviewed reported ethnic conflict affect the performance of children in school as shown in the table 7 below;

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Table 7: Effects of Ethnic Conflict on Performance of Children in School

	Strongly Agree	Agree	Unsure	Disagree	Strongly disagree	Total
Frequency	84	66	63	10	9	232
Percentages	36.2%	28.4%	27.2%	5.1%	3.1%	100

Source: Field Survey 2022

The study interrogated respondent (9) concerning the findings from the table 7 above and the respondents said;

Majority of children suffer mostly from the psychological and emotional torture due to conflict that affect their concentration in class thus interfere with the overall performance of children. Teachers also come to school rarely and don't take full responsibility in teaching children as they are always on the run after their safety than taking full responsibility towards teaching the students hence contributes to poor performance (Respondent 9).

The study further conducted random interrogation with respect to the findings in the above and majority of the people interrogated confirmed the findings in in the table 7 above adding that, conflict has brought about psychological torture to school children, most children are scared by the atrocities of ethnic conflict, equally teachers migrate to safer places that in return sabotage learning and performance. In order to obtain adequate data that support the findings as shown in table 7 above, the researcher further interrogated the respondent (10) who said that;

For the past few years' performance especially in the national exams has not been impressive. Poor performance has been recorded resulting from the atrocities of conflict. During National examinations, exams materials are being blocked and burnt by the bandits, the students are not able to get exams materials on time while the invigilators also face hard times as some of them in are being killed in line of duty, others abducted, raped, students are also scared of doing exams while others remain at home that hence contributes to poor performance of children (Respondent 10).

Based on the submission from the respondents, it is imperative that due ethnic conflict student suffer from the atrocities which directly affect their performance in school. The study found that conflict is more dangerous to the school going children as their fundamental rights to education is infringed and disrupted as bandits destroy schools and their homes. Teachers also received threats and vacate their homes to safe places, the access roads that help in the transportation of exams materials are also barricaded by the bandits that contributed to poor performance in schools.

The study also found that during National examination students who are well prepared to sit for the exams are blocked in their homes as roads leading to school are blocked by the bandits, Girls who are eligible to sit and pass exams also feel at risk of being raped and abducted hence opt to stay at home and concentrate on family chores thus become vulnerable to early forced marriages which affect the overall performance of children in Turkana East Sub-County Kenya.

These quotes were found to be in line with (Galtung 2000) who stated that ethnic conflict affect students psychologically which also contribute to mental disorder. From the analysis carried from the findings, the study found that majority of the respondents strongly agreed that ethnic conflict affect access to education from the study carried out to assess the

effects of ethnic conflict on household's livelihoods in Turkana East Sub-County Kenya as indicated in table 7 above.

Summary of the Findings

The study sought to determine the effects of ethnic conflict on access to education, the study focused on the sub-variables that sought to determine the effects of ethnic conflict on the ability to attend school, Effects of conflict on the ability to seek enrollment in school, Effect of ethnic conflict on learning process to children, Effect of ethnic conflict on school dropout by children, and finally effect of ethnic conflict on performance of children in school. The study found that majority of the respondents strongly agreed that ethnic conflict adversely affect access to education. These conflicts disrupted education activities and programs, disadvantaged communities through loss of lives, school drop outs by children, property destruction like burning of schools, forced migration, displacement of societies, closure of schools, transfer and migration of teachers that extremely decreases the enrolment of children and blocked easy access to schools.

Conclusion

From the research findings, the study concluded that ethnic conflict caused physical displacement of teachers and children, loss of lives, grabbing of school land, disruption of education activities and programs, property destruction like burning of schools and exams materials , forced migration and displacement of societies, increase in school dropout by children, reduced children enrollment and retention levels, closure of schools that reduced performance and quality of educational results.

Recommendations

In regards to the study objective on the effects of ethnic on access to education, the study recommended that the National Government together with the County Government should work in cohort with the security agency to ensure the right of children are protected and given favorable environment to access and enroll into various schools within the county. There is also need for counselling to the victims of conflict and educational sponsorship programs to the needy children.

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