

Post-Conflict Parenting Strategies influencing Primary School Pupils' Academic Achievements in Sigowet and Nyakach Sub Counties of Kenya

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Abstract- The main objective of the study was to examine the role that post-conflict parenting strategies played in primary school pupils' academic achievements in Sigowet and Nyakach Sub Counties of Kenya. The correlational research design was adopted. The researcher used questionnaires, Focus Group Discussions (FGD), key informant interviews and observation checklists in collection of primary data. The Statistical Package for Social Sciences (SPSS 21) was used in data analysis and presentation. The research used both descriptive and inferential statistics in data analysis and interpretation. The post-conflict parenting strategies examined were; teaching discipline, provision of food, provision of learning material, payment of school levies and monitoring child safety. The conclusion is that post-conflict parenting strategies had a significant impact on primary school pupils' academic achievements in Sigowet and Nyakach Sub Counties of Kenya. The study recommends that more needs to be done to mitigate the effect of ethnic conflict on parenting and primary school pupils' academic achievements by; strengthening peace and security programs and setting up rehabilitation centers. This study is expected to fill the research gap in the area of disaster management and humanitarian assistance. The study is also expected to benefit the policy makers in the government and NGOs in formulation of policies regarding education of children in emergencies.

Index Terms- post-conflict, parenting strategies, Primary school pupils, academic achievements, Sigowet and Nyakach Sub Counties.

I. INTRODUCTION

1.1 Background to the study

Concern over pupils' academic achievements in post-conflict societies is a global phenomenon. Academic underachievement among primary school pupils remains a big challenge as demonstrated by the Tenth UNESCO Education for All (EFA) Global Monitoring Report (UNESCO, 2012). According to the report, a total of 250 million children worldwide of primary school age cannot read or write, whether they are in school or not. Majority of these are found in post conflict societies in Asia, Africa and South America (UNESCO, 2012; World Bank, 2003).

In Kenya, inter-ethnic conflicts have closely been associated with general elections in the country. In the 1992-1993 period, inter-ethnic conflicts in Kenya led to the deaths of over 1,500 people and displacement of about 300,000 (Kimani, 2009; Nyukuri, 1997). Following the 2007-2008 post-election

violence over 1,550 people were killed and 11,146 people suffered injuries resulting from gunshots, burns, sharp and blunt objects; and 117,216 private property was destroyed. Parents were confronted with new parenting challenges as school going children were left with physical disabilities and emotional trauma due to the atrocities witnessed (Waki Commission, 2008).

Over the past three decades, the inter-ethnic conflict in Sigowet and Nyakach Sub Counties has largely been fuelled by political tensions due to elections, cattle rustling and boundary disputes involving the two dominant tribes in the region; the Kalenjin of Sigowet and the Luo of Nyakach sub county (Saferworld, 2015). The conflict has led to loss of lives and wanton destruction of property. Parents of school going children have been displaced and their property looted thus denying them the means to support the education of their children in the post-conflict period (Nyukuri 1997; Ngundo, 2014).

Despite these grave consequences of conflict on education, little research has been done on the influence of post-conflict parenting on pupil's academic achievements. The purpose of this research was to determine the influence of post-conflict parenting strategies on primary school pupils' academic achievements in Sigowet and Nyakach Sub Counties of Kenya.

1.2 Statement of the Problem

In the year 2014, several areas of Sigowet and Nyakach Sub Counties of Kenya were hard hit by inter- ethnic conflict. As a result of this conflict, dozens of people were killed and others injured. Over 2,816 people were displaced. (Red Cross, 2014; Oudia, 2014; Ondiek, *et al*, 2014). Despite this, little research has been done on the impact of post-conflict parenting on pupils' academic achievements. While several researchers have done research about the overall impact of conflict on education, the aspect of post conflict parenting and primary school pupils' academic achievements largely remains unexplored (Amir & Naylor, 2014; Shemyakina, 2006). This research examined the influence of post-conflict parenting strategies on primary school pupils' academic achievements in the two neighboring sub counties of Sigowet and Nyakach in Kenya.

1.3 Research Objectives

The overall objective of this study was to examine the influence of post -conflict parenting strategies on primary school pupils' academic achievements in Sigowet and Nyakach Sub Counties of Kenya. The specific objectives were to;

- Identify the post-conflict parenting strategies which influenced pupils' academic achievements.
- Establish the extent to which post-conflict parenting strategies affected pupils' academic performance.

1.4. Research questions

In this study, the two research questions seeking to be answered with regard to post- conflict parenting in Sigowet and Nyakach Sub Counties of Kenya were:

- What were the post-conflict parenting strategies in the post-conflict period?
- Do post-conflict parenting strategies significantly affect pupils' academic achievements in primary schools?

Development Theory(PDT) which states that parenting largely encompasses six dimensions; bonding, education ,general welfare and protection ,responsibility and sensitivity. The two theories were chosen because they best explain how various parenting strategies affect pupils' academic performance after conflicts. Burton (1990) in his human needs theory has explored the link between inter-group conflict and the realm of basic human needs, identity, recognition and survival.

2.2. Conceptual model

There are three levels of variables involved in the child's academic performance at primary school level in the post conflict period. Figure 2.1 shows how variables interact to influence pupil's academic performance. Parenting strategies represent the independent variable; the dependent variable is pupils' academic achievements while strategies to enhance pupils' academic achievements represent moderating variables.

II. LITERATURE REVIEW

2.1. Theoretical framework

This research was guided by the insights of Burton's (1990) Human needs theory on conflict and Mowder's (2005) Parent

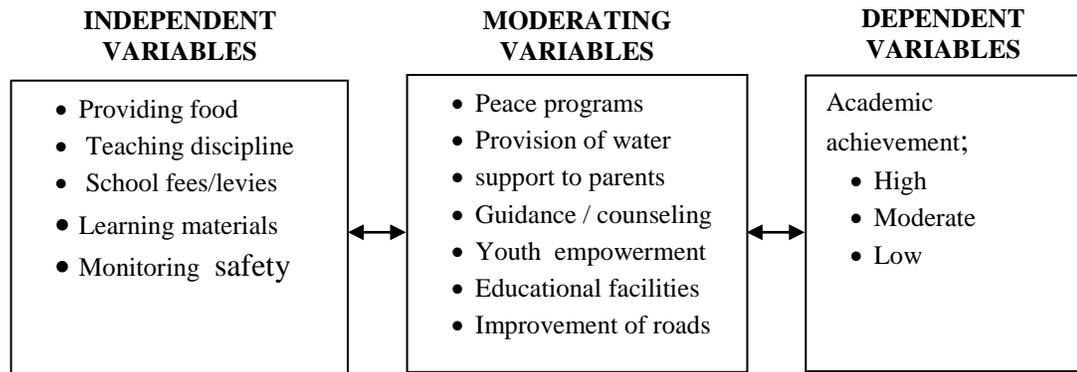


Figure 2.1 Conceptual Model

III. RESEARCH METHODOLOGY

3.1 Research Design

The purpose of this study was to investigate the influence of post-conflict parenting strategies on the academic achievements of primary school pupils in Sigowet and Nyakach Sub Counties of Kenya. The study used the correlational research design to determine whether there was an association between post-conflict parenting strategies (independent variable) and pupil's academic achievements (dependent variable). This research utilized a number of sampling methods. The first was multistage random sampling and the second was purposive sampling.

3.2 Research Instruments

Two questionnaires were developed by the researcher and used to collect data. One questionnaire was used to collect data from 200 pupils and the other from 200 parents. Key informant interviews were conducted between the researcher and key educational stakeholders such as teachers, head teachers, members of PTA, community leaders, Non-governmental Organization leaders, Ministry of Educational officials, and leaders of Faith Based Organizations. Focus Group Discussions

(FGD) and observation checklists were also utilized to obtain data. Data on pupils' academic performance was collected from the school records using the record forms. Secondary data was obtained from the university library, public offices, non-governmental organizations and Faith Based Organizations. School records and files were used to get scores that were used to measure pupils' academic achievement.

3.2 Data Analysis and Presentation

The Statistical Package for Social Sciences (SPSS) computer package was used in data processing, analysis and interpretation. Data from FGD meetings and key informants was analyzed by both descriptive and inferential statistics. The data was presented in graphs, tables, and discussions. Inferences were done from results presented.

IV. RESULTS AND DISCUSSION

4.1. Post-Conflict Parenting Strategies Influencing Pupils' Academic Achievements.

Analysis of the respondents' post-conflict parenting strategies such as teaching discipline, provision of learning

materials, provision of breakfast and lunch, monitoring child safety and payment of school fees was conducted.

4.2.1 Teaching Discipline to Children

Pupils were asked how often their fathers disciplined them in the post-conflict period. The results are shown in Figure 4.1.

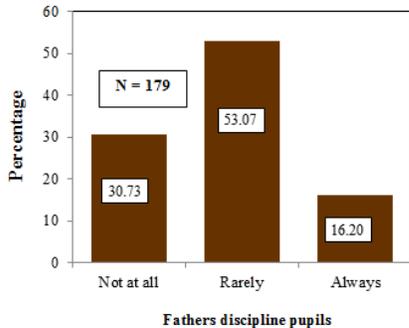


Figure 4.1: Distribution of Fathers Based on how they Disciplined their Children in Sigowet and Nyakach Sub Counties, Kenya

Source: Field Data (2015)

A Pearson Chi-Square value ($\chi^2_{2,0.01} = 37.050$) showed that there was highly significant ($P < 0.01$) variation on the issue of how fathers disciplined their children. Figure 4.1 shows that majority of fathers 95(53.07%), rarely disciplined their children 55(30.73%) of fathers didn't discipline their children at all while 29 (16.20%) disciplined their children always.

FGDs revealed that fathers disciplined children through slapping or corporal punishment. It emerged that parents, caregivers and families needed to know the positive parent-child interactions, including non-violent forms of discipline. These findings agree with UNICEF (2015) which observes that 91 percent of the world's children still face corporal punishment and violent discipline which is associated with negative outcomes such as poor mental and physical health, damage to family relations and increased violence in society. Pupils were asked how often their mothers disciplined them. The results are shown in Figure 4.2.

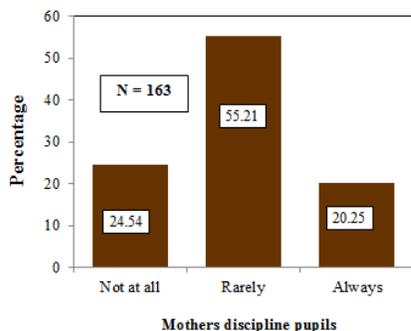


Figure 4.2: Distribution of Mothers Based on how they Disciplined their children in Sigowet and Nyakach Sub Counties, Kenya

Source: Field Data (2015)

A Pearson Chi-Square value ($\chi^2_{2,0.01} = 35.571$) showed that there was highly significant ($P < 0.01$) variation on the issue of whether mothers disciplined their children or not. Figure 4.2 shows that 90 (55.21%) of mothers rarely disciplined their children, 40 (24.54%) did not discipline their children at all while 33 (20.25 %) always disciplined their children. The results reveal the fact that majority of mothers did not discipline their children at all or rarely did so. During FGD meetings some mothers agreed that they spend much time fending for families' basic needs and had no time for disciplining the children.

These findings agree with Dryden Peterson (2011) who observes that parents in the post conflict period are more concerned with meeting basic needs such as food instead of disciplining and monitoring children's academic performance. FGD meetings and interviews with key informants confirmed that mothers, just like fathers, administered discipline through offering corporal punishment further reinforcing the position UNESCO (2010) that majority of the world's children still face this type of human rights violence. Thus, they are likely to grow up as violent youth due to their upbringing.

Pupils were asked if their guardians disciplined them in the post conflict period. The results are summarized in Figure 4.3.

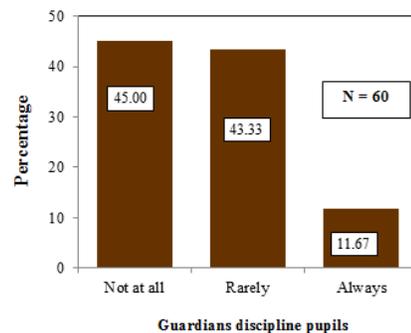


Figure 4.3: Distribution of Guardians Based on how they Disciplined their Children in Sigowet and Nyakach Sub Counties, Kenya

Source: Field Data (2015)

A Pearson Chi-Square value ($\chi^2_{2,0.01} = 12.700$) showed that there was highly significant ($P < 0.01$) variation on the issue of whether guardians disciplined children. Figure 4.3 shows that 27 (45.00%) of guardians did not discipline did not discipline their children at all. On the hand, 26(43.33%) rarely disciplined the children and only 7 (11.67%) always administered. Figures 4.1, 4.2 and 4.3 show variations on the issue of how parents and guardians disciplined children. Interviews with the key informants confirmed that conflict contributed to decreased enforcement of discipline as parents and guardians got more concerned with meeting more urgent needs like provision food.

4.2.2 Monitoring Child Safety

Pupils were asked whether their fathers made sure they were safe while at home. The results were summarized in Figure 4.4.

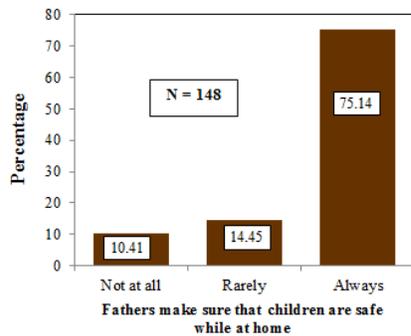


Figure 4.4: Distribution of how Fathers Ensured Children’s Safety in Sigowet and Nyakach Sub Counties, Kenya
Source: Field Data (2015)

A Pearson Chi-Square value ($\chi^2_{2,0.01} = 136.520$) showed that there was highly significant ($P < 0.01$) variation on the issue of whether fathers made sure children were safe when at home. Data in Figure 4.4 indicates that 130 (75.14%) of fathers always made sure their children were safe, 25 (14.45%) rarely made sure their children were safe and 18 (10.40%) made sure their children were safe. From the FGDs it became evident that some fathers never bothered about the safety of their children while others rarely bothered about their children’s safety. The high number of fathers getting concerned with the safety of their children could be attributed to the high insecurity which led to assault of children, injury and even death due to conflict.

Shemyakina (2006) agrees with these findings by pointing out that in the post conflict period, parents become more concerned with the safety of their children, Children are at risk of being molested or assaulted while going to or from school. Forced recruitment into militia is also a potential threat to the children. Girls are at risk of being used a sex slaves. Thus, parents become extra vigilant about the safety of their children to prevent them from getting them into these problems. Pupils were asked whether their mothers ensured they were safe when at home and at school. The results are shown in Figure 4.5.

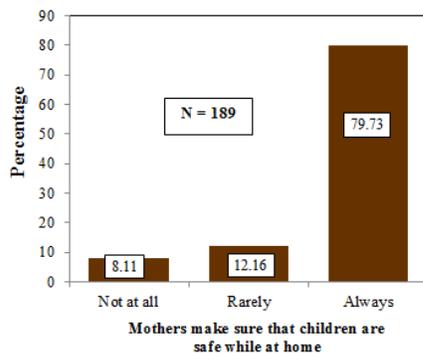


Figure 4.5: Distribution of how Mothers ensured Children’s Safety in Sigowet and Nyakach Sub Counties, Kenya
Source, Field data (2015)

A Pearson Chi-Square value ($\chi^2_{2,0.01} = 143.730$) showed that there was highly significant ($P < 0.01$) variation on whether mothers made sure children were safe when at home. Data in Figure 4.5 shows that 118 (79.73%) of mothers always made sure their children are safe, 18 (12.16%) rarely made sure their children are safe while 12 (3.11%) of mothers didn’t make sure their children are safe.

Pupils were asked whether their guardians made sure their children were safe at school and at home in the post conflict period. The summary of the results is shown in Figure 4.6.

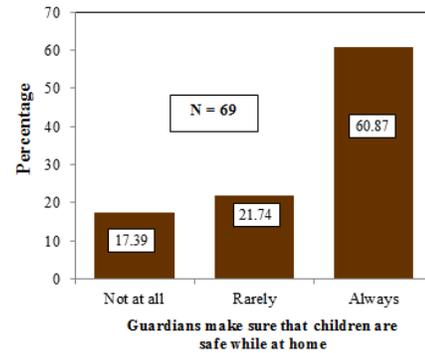


Figure 4.6: Distribution of how Guardians Ensured Children’s Safety in Sigowet and Nyakach Sub Counties, Kenya
Source: Field Data (2015)

The Pearson Chi-Square value ($\chi^2_{2,0.01} = 23.739$) showed that there was highly significant ($P < 0.01$) variation on whether the guardians made sure children were safe when at home. Figure 4.6 indicates that 42 (60.87%) of guardians always ensured the safety of their children, 15 (21.74%) rarely ensured their children’s safety while 12 (17.39%) did not pay keen interest to the safety of their children at all.

From the FGD discussions, it became evident that both parents and guardians were always worried about the safety of their children. Sinclair pointed(2003) pointed out that during and after the conflict period, parents got constantly worried about the safety of their children as they could be injured, assaulted or even for girls , be sexually abused.

4.2.3 Provision of Books and Learning Materials

Pupils were asked whether their fathers selected and purchased learning material for their children in the post-conflict period. The results are summarized in Figure 4.7.

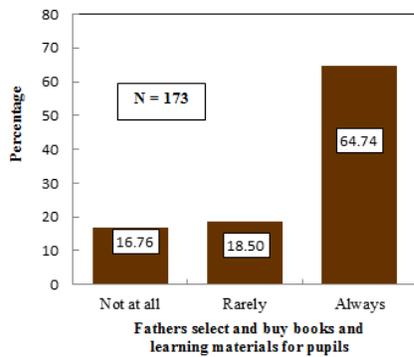


Figure 4.7: Distribution of how Fathers Bought Learning Materials for their Children in Sigowet and Nyakach Sub Counties, Kenya
Source: Field Data (2015)

A Pearson Chi-Square value ($\chi^2_{2,0.01} = 76.867$) showed that there was highly significant ($P < 0.01$) variation on whether fathers selected and bought books/learning material for pupils. Data in Figure 4.7 shows that 112 (64.74%) of fathers selected and purchased learning materials, 32 (18.50%) rarely purchased learning materials and 29 (16.76%) did not buy learning material at all. This was confirmed during FGD meetings that parents failed to buy learning materials as they lacked resources to do so after losing their property in conflict. Pupils were asked whether their mothers selected and purchased books and learning materials for them. The results are summarized in Figure 4.8.

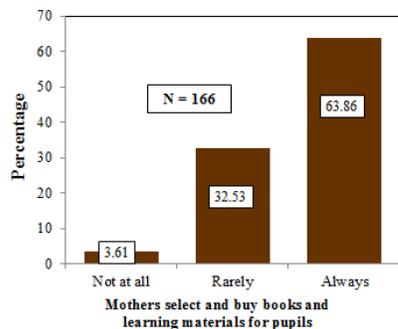


Figure 4.8: Proportion of Mothers who Bought Learning Materials for their Children in Sigowet and Nyakach Sub Counties, Kenya
Source: Field Data (2015)

A Pearson Chi-Square value ($\chi^2_{2,0.01} = 90.410$) showed that there was highly significant ($P < 0.01$) variation on the issue of whether mothers bought books/learning material for pupils. Data in Figure 4.8 shows that 106 (63.86%) of mothers always bought books and learning materials for their children, 54 (32.53%) rarely bought books and learning materials and 6 (3.61%) did not buy books or learning material at all. FGDs confirmed that both parents attempted to purchase study materials for their children but they were limited financially. Those parents who were able to purchase books and learning material were largely those less affected by conflict. These findings agree with Majanga (2014) who pointed out that after the 2007-2008 Post-Election Violence (PEV) in Kenya some

parents lacked money to purchase books and learning materials for their children. Pupils were asked whether guardians purchased books and learning materials for their children. The results are summarized in Figure 4.9.

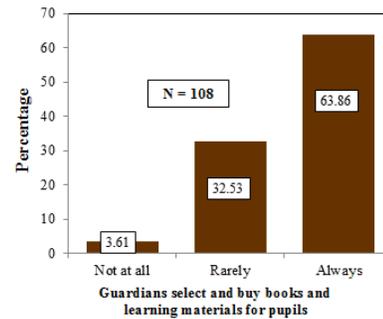


Figure 4.9: Distribution of how Guardians Bought Learning Materials for Children in Sigowet/Nyakach Sub Counties, Kenya
Source: Field Data (2015)

A Pearson Chi-Square value ($\chi^2_{2,0.01} = 50.167$) showed that there was highly significant ($P < 0.01$) variation on whether guardians selected and bought books/learning material for pupils. Data in Figure 4.9 indicates that 70 (64.81%) of the guardians always bought books/learning materials, 25 (23.15%) rarely bought books and learning materials and 13 (12.04%) did not buy at all.

Figures 4.7, 4.8 and 4.9 show that in the post conflict period, 116(67.74%) of fathers provided books and learning materials for their children, 106 (63.86%) of mothers provided books and learning material while 70 (64.81%) of guardians provided learning material. This means that the rest of parents/guardians either rarely purchased or did not purchase at all. Although there is free primary education in Kenyan primary schools in line with the UNO goal of achieving Education For All and the second Millennium Development Goal of eliminating global illiteracy by the year 2015(UNESCO,2012; UNICEF, 2009); pupils are expected to purchase some learning material and pay some levy to complement the effort of the national government. Children schooling in private academies who were less exposed to the ethnic of conflict and whose parents bought learning materials achieved high scores academically.

4.2.4 Payment of School Fees

This study sought to find out how parents paid their children's fees in the post-conflict period in the two sub counties of Sigowet and Nyakach in Kenya. In this study, pupils were asked whether their fathers paid school fees after the ethnic conflict period. The results are summarized in Figure 4.10.

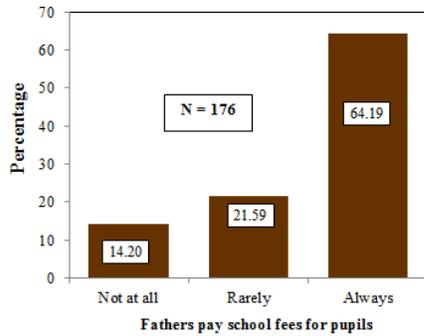


Figure 4.10: Distribution of how Fathers Paid School Fees for Children in Sigowet and Nyakach Sub Counties, Kenya
Source: Field data, (2015)

A Pearson Chi-Square value ($\chi^2_{2,0.01} = 76.920$) showed that there was highly significant ($P < 0.01$) variation on whether fathers pay school fees for pupils. Data in Figure 4.10 indicates that 113 (67.70%) of fathers always pay school fees, 38 (19.88%) rarely pay school fees while 25 (12.42%) did not pay at all. From FGD discussions fathers who were unable to pay fees attributed this to poverty. Fathers from well of families who took their children to academies like Crystal Hill or Sondu Lifeshine Primary managed to give their children good education. FGDS confirmed that cases of early and forced marriages were prevalent as fathers rushed to dispense off with the ‘burden’ of educating the girl child.

These study findings confirm the findings by Shemyakina (2006) that the girl child is even more disadvantaged during the period of ethnic conflict as she may be married off or forced to drop out of school due to economic hardships faced by the family. Pupils were asked whether their mothers paid school fees. The results are shown in Figure 4.11.

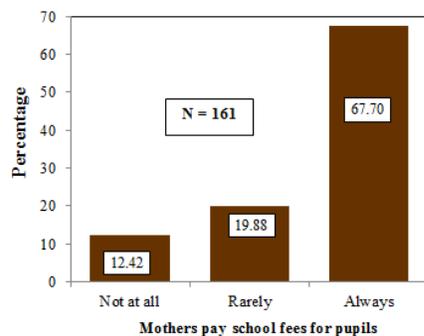


Figure 4.11: Distribution of how Mothers Paid School Fees in Sigowet and Nyakach Sub Counties, Kenya
Source, Field data, (2015)

A Pearson Chi-Square value ($\chi^2_{2,0.01} = 86.910$) showed that there was highly significant ($P < 0.01$) variation on whether mothers pay school fees for pupils. Data in Figure 4.11 shows that 109 (67.70%) of mothers always paid fees, 32 (19.88%) rarely paid fees and 20 (12.42%) did not pay fees at all. FGDs revealed that due to loss of livelihoods parents were unable to pay fees. FGDs confirmed that children whose parents paid fees performed better than those whose parents didn’t bother. Those

who didn’t pay fees were often forced to go home and bring fees thus missing classes unlike those whose learning was not interrupted. This explains why pupils in academies where parents paid fees without delay like Crystal Hill and Sondu Lifeshine did well academically than other public schools like Tabaita or Holo Primary school. Pupils were asked whether their guardians paid school fees. The results are given in Table 4.12.

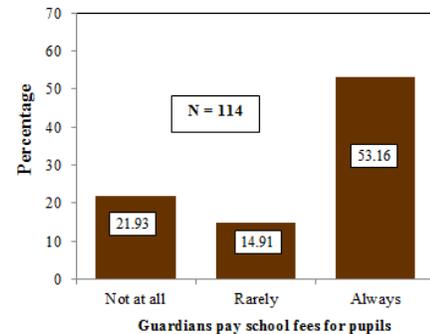


Figure 4.12: Distribution of how Guardians Paid School Fees in Sigowet and Nyakach Sub Counties, Kenya
Source: Field Data (2015)

A Pearson Chi-Square value ($\chi^2_{2,0.01} = 46.474$) showed that there was highly significant ($P < 0.01$) variation on whether guardians paid school fees for pupils. Figure 4.12 shows that 72 (55.16%) of guardians always paid fees, 17 (14.91%) rarely paid fees while 25 (21.93 %) did not pay fees at all. Figure 4.12 shows that some guardians did not pay fees at all or rarely did so. During FGDs, it emerged that some guardians could not afford fees. From the researchers’ observation during school visits, it was evident that some guardians were elderly parents who not only lacked fees but required assistance themselves.

4.2.5 Provision of Breakfast and Lunch to Children

Pupils were asked whether fathers provided breakfast and lunch to their children. The results are shown in Figure 4.13.

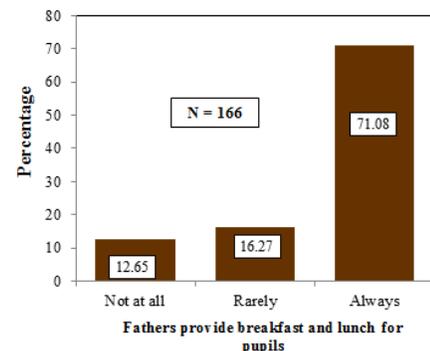


Figure 4.13: Distribution of how Fathers Provided Breakfast and Lunch in Sigowet and Nyakach Sub Counties, Kenya
Source: Field Data (2015).

A Pearson Chi-Square value ($\chi^2_{2,0.01} = 106.733$) revealed that there was highly significant ($P < 0.01$) variation on the issue of whether fathers provided breakfast/ lunch for pupils. Data in Figure 4.13 shows that 118 (71.08%) of fathers always provided breakfast/lunch, 27 (16.27%) rarely provided breakfast/lunch while 21 (12.65%) did not provide breakfast/ lunch at all. Through FGD meetings, parents confirmed that some of them could not provide due to poverty while some considered that as the responsibility of their wives. Pupils were asked whether their mothers provided them with breakfast and lunch in the period after the conflict. The results are given in Figure 4.14.

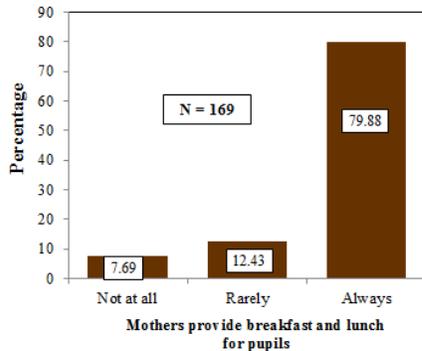


Figure 4.14: Distribution of how Mothers Provided Breakfast and Lunch for their Children in Sigowet and Nyakach Sub Counties, Kenya
Source: Field Data (2015).

A Pearson Chi-Square value ($\chi^2_{2,0.01} = 165.349$) showed that there was highly significant ($P < 0.01$) variation on whether mothers provided breakfast and lunch for pupils. Data in Figure 4.14 shows that 135 (79.88%) of mothers provided breakfast, 21 (12.43%) rarely provided lunch/ breakfast while 13 (7.69%) did not provide lunch and breakfast at all. From the FGD discussions some mothers could not provide breakfast or lunch to their children because they could not afford it. Some parents said that they could only afford one meal in a day.

These findings confirm UNICEF (2009) report which observed that children are at higher risk of food insecurity and malnutrition during and after the period of armed conflict. It is evident from the results that mothers played a big role in providing their children with breakfast and lunch than did the fathers. Through FGDs, key informants who included parents confirmed pointed out that mothers showed.

These study findings further agree with Kafui (2005) whose study revealed that children of SAEMA high performing schools in Ghana performed better than those of SHAMA sub Metro Region because parents of SAEMA high performing schools provided breakfast to their children unlike parents of the poverty stricken SHAMA Sub Metro region. Teachers confirmed that children who were given breakfast and lunch seemed to have more concentration in class than children who were not given lunch or breakfast. Pupils were asked whether guardians provided lunch and breakfast to their children in the post-conflict period. The results are summarized in Figure 4.15.

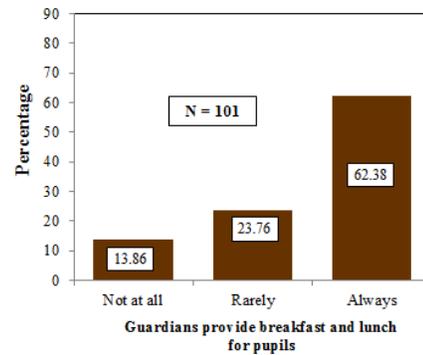


Figure 4.15: Distribution of how Guardians Provided Breakfast and Lunch in Sigowet and Nyakach Sub Counties, Kenya
Source: Field Data (2015)

A Pearson Chi-Square value ($\chi^2_{2,0.01} = 39.822$) showed that there was highly significant ($P < 0.01$) variation on whether guardians provided breakfast and lunch for pupils. Figure 4.15 shows that 14 (13.66%) of guardians provided no lunch and breakfast, while a further 24 (23.76%) rarely provided lunch and breakfast while 63 (62.38%) provided breakfast and lunch. Figures 4.13, 4.14 and 4.15 reveal that some parents and guardians did not provide lunch or breakfast for their children. This affected the academic achievements of pupils as they could not concentrate in class. These findings agree with Majanga (2014) whose study indicated that pupils who had experienced ethnic violence were always hungry at school because their parents could not afford food to make the provision. Majanga (2014) found out that the victims of the post-election violence in Nakuru, Kenya had difficulty meeting basic needs such as food for their families. As a result, their children felt hungry in school and ended up achieving low grades academically.

Ogada (2015) agrees with these study findings by stating that majority of families affected by conflict in Mt Elgon sub county of Kenya adopted various food security coping mechanisms since they could not afford three meals per day. Some skipped breakfast, lunch or supper depending on the availability of food. Skipping of breakfast which is regarded by nutritional experts as the most important meal of the day as it enhances metabolism and concentration was noted as having had an impact on the physiological wellbeing of the pupils in school.

During FGD meetings some head teachers pointed out that they had tried to implement school feeding programs but were unable to achieve much due to financial constraints. Although the government provided some funds for tuition to these schools, the funds were not sufficient enough to implement the school feeding program. In some schools like Tabaita and Kamolok, parents had tried to contribute money towards the program but still the problem of poverty made it unsustainable.

4.2.6 Other Parenting strategies in the post-conflict period.

Pupils were asked to state other provisions that the parents or guardians made to enhance pupils' academic achievements. The results are indicated in Figure 4.16.

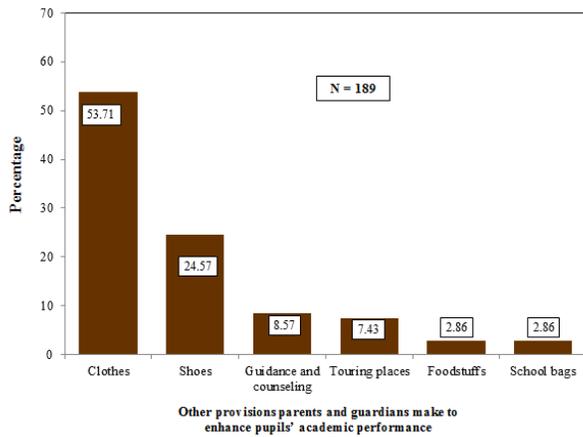


Figure 4.16: Other Parenting Strategies used in the Post-conflict period in Sigowet and Nyakach Sub Counties, Kenya
Source Field data, (2015)

A Pearson Chi-Square value ($\chi^2_{5,0.01} = 206.566$) showed that there was highly significant ($P < 0.01$) variation on other provisions fathers/mothers or guardians made to enhance pupils academic performance. Figure 4.16 shows that 94(53.71%) of parents rewarded their children when they did well with clothes, 43 (24.57%) bought shoes, 15(8.57%) provided guidance and counseling, and 13 (7.43%) took them for tours, 5 (2.86%) bought them foodstuffs while 9 (2.86%) bought them school bags.

From FGD discussions, it emerged that parents who were severely affected by conflict would wish to take their children to educational trips, buy them good shoes or give them other rewards but they were economically hand-capped. On the other hand, parents who were less affected by conflict managed to make these provisions for their children.

These findings agree with Burton’s theory (1990) that armed ethnic conflicts have major repercussions on parents and children witnessing them. Apart from death, displacement and destruction of property, parents are deprived of their means of livelihood and are unable to support the education of their children. These findings also agree with Justino (2014) that conflict denies families incentives to send children to school during and after conflict. Due to loss of livelihoods, parents cannot afford basic school requirements nor do offer rewards that can motivate children to perform better academically in the post conflict period.

4.3 Pupils Academic Performance in Primary Schools in Sigowet and Nyakach Sub Counties of Kenya

Objective two aimed at establishing the effect of post-conflict parenting strategies on primary school pupils’ academic achievements in Sigowet and Nyakach Sub Counties of Kenya. The study did this by scrutinizing and analyzing the school record scores for pupils during after the conflict. Marks scored at the end of both term one and term two were recorded and analyzed. The five examined subjects; Mathematics, English, Science, Social Studies and Kiswahili all gave a total of 500 marks for the highest achieving pupils.

4.3.1 Marks Scored in End of Term One Examinations in Primary School.

Pupils were asked to record the total marks they scored at the end of first term in the year 2014 out of 500 marks. The results are given in Figure 4.17.

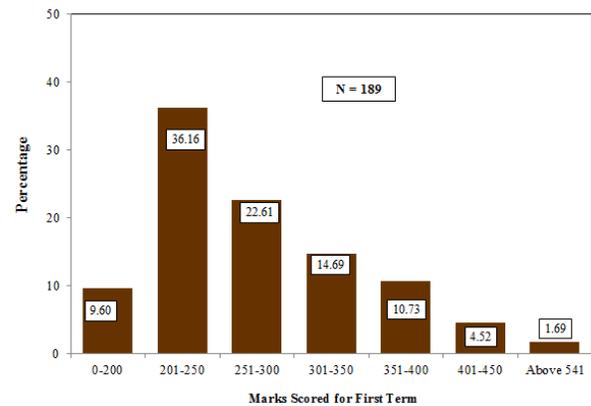


Figure 4.17: Distribution of Marks Scored in Primary Schools in First Term in Sigowet and Nyakach Sub Counties, Kenya
Source: Field Data (2015)

A Pearson Chi-Square value ($\chi^2_{6,0.01} = 103.593$) showed that there was highly significant ($P < 0.01$) variation on the marks scored for first term. Data in Figure 4.17 shows that 17 (9.60%) pupils scored below 200 marks, 64 (36.16%) scored between 201-250 marks. Further, 40 (22.60%) respondents performed moderately by scoring 251-300 marks. Among the high achievers, 26 (14.69%) pupils scored between 301-350 marks, 19(10.73%) scored between 351-400 marks, 8(4.52%) scored between 401-450marks while3 (1.69%) scored above 451 marks out of a total of 500 marks.

The results reveal that some pupils fared poorly in their end term exams while others achieved high grades. Being the conflict period this confirms the fact that conflict contributed to the low academic achievements for some pupils. FGD meetings confirmed that during this period, there was increased absenteeism from school due to insecurity. Some of the big boys participated in the conflict .Some school head teachers complained that pupils stayed away from school for as long as two months. Some pupils could not get 300 marks and above which is required to secure them a chance in well performing national or county schools.

4.3.2 Marks Scored in End of Term Two Examinations in Primary Schools

Pupils were asked to record the marks they had scored at the end of second term in the year 2014 out of a total of 500 marks. The results are shown in Figure 4.18.

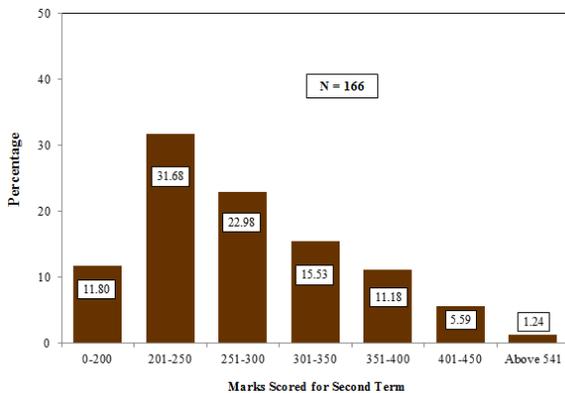


Figure 4.18: Distribution of Marks Scored in Term Two in Primary Schools in Sigowet and Nyakach Sub Counties, Kenya
Source: Field Data (2015)

A Pearson Chi-Square value ($\chi^2_{6,0.01} = 72.261$) showed that there was highly significant ($P < 0.01$) variation in marks scored in term two. Figure 4.18 indicates that 19 (11.80%) pupils scored below 200 marks, 51 (31.68%) scored between 201-250 marks. These categories can be considered low achievers. The results also show that 37 (22.98%) respondents performed moderately by scoring between 251-300 marks. The high achievers were 25 (15.53%) who scored between 301-350 marks, 18 (11.18%) who scored between 351-400 marks, 9 (5.59%) who scored 401-450 and 2 (1.24%) who scored above 451 marks.

Figures 4.17 and 4.18 show significant differences between the low achieving, moderately achieving, and high achieving pupils. According to Ministry of Education (2014), pupils who scored 300 marks and above joined high performing county or national schools in Kenya. Those who scored moderately between 251-300 marks joined county schools while those who scored below 250 marks joined low performing sub county schools. The presence of high achieving pupils with 300 marks and above could be attributed to the availability of well secured private boarding schools which were less affected by ethnic conflict.

According to FGD meetings with parents, low academic performance was caused by ethnic conflict which deprived them of livestock, food stocks and finances they required to support the education of their children. Interviews with teachers and head teachers revealed that some pupils experienced trauma which made them to perform poorly academically. From the FGD reports, parents of schools such as Tabaita, Holo and Ngege which are in conflict prone zones always ranked last in Sigowet Sub County while schools like Ngege and Holo recorded low performances in Nyakach Sub County. Teachers complained that whenever conflict occurred on the border, it affected syllabus coverage and eventually caused poor performance in national exams such as KCPE.

These study findings agree with Sinclair (2003) whose research showed that pupils who had experienced conflict had memories of the massacre of their parents, relatives and friends, family property destruction and rape of family members. Thus, they had poor concentration in class and performed poorly academically. Shemyakina (2006) pointed out that when children

in conflict communities are able to continue attending school four years after the conflict, their ability to learn may seriously be impaired by psychosocial distress or poor physical health.

V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of Findings

The general objective of the study was to determine the influence of post-conflict parenting strategies on primary school pupils' academic achievements in Sigowet and Nyakach Sub Counties of Kenya. Analysis of post conflict parenting strategies showed that some parents were unable to enforce discipline, provide books and learning materials, monitor child safety and pay school fees for their children. The findings indicated that in term one 81 (45.8%) pupils were low achievers, 40 (22.6%) moderate achievers and 53 (31.6%) were high achievers. In term two, 70 (43.5%) were low achievers, 37 (23.00%) were moderate achievers while 54 (33.50%) were high achievers. Low and moderate academic achievements can be attributed to inter-ethnic conflicts which interfered with parental socio economic status and parenting style. The study generally did establish that post-conflict parenting had a negative impact on pupils' academic achievements in the post conflict period.

5.2 Conclusions

The general objective of the study was to establish post conflict parenting strategies and their impact on primary school pupils' academic achievements in Sigowet and Nyakach Sub Counties of Kenya. The study did this by analyzing the following parenting strategies; teaching discipline, providing lunch and breakfast, providing learning materials, monitoring child safety and payment of school fees. The study established that conflict affected negatively parenting and primary school pupils' academic achievements in Sigowet and Nyakach Sub Counties.

5.3 Recommendations

Conflict adversely affects parenting and pupils' academic achievements in the post-conflict period. This study recommends that intervention programs by both government and humanitarian organizations should engage more closely with the households affected by conflict in order to alleviate their suffering and facilitate the process of conflict recovery. There is need to put in place mechanisms that will not only empower the parents both socially and economically but also target the education of the children affected by ethnic conflict.

Both the national and county governments should come up with proactive policies on how to support the education of children during and after the emergency period. The national government, county governments and humanitarian agencies should modify their operational approaches to ensure greater complementarity between humanitarian and development interventions.

5.4 Suggestions for Further Research

Based on the findings of the study in Sigowet and Nyakach Sub Counties of Kenya, the researcher makes the following suggestions for further research:

- i. A similar study be done in another county or sub county facing ethnic conflict to determine the effect of post conflict parenting strategies on primary school pupils' academic achievements in comparison to this study findings.
- ii. Further research is needed on children affected by armed ethnic conflict in primary schools to establish the impact of such conflict on their post primary studies.
- iii. Supportive research should determine the impact of parental trauma on the educational achievements of pre-school children in the post conflict period.

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