

**DYNAMICS OF PASTORAL CONFLICTS ON EDUCATION MANAGEMENT
IN PRIMARY SCHOOLS IN KERIO VALLEY REGION OF MARAKWET EAST
SUB-COUNTY ELGEYO MARAKWET COUNTY**

EMMACULATE JEPKOSGEI MAINA

**A THESIS SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL
FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER
OF EDUCATION IN EDUCATIONAL ADMINISTRATION,
UNIVERSITY OF ELDORET, KENYA**

JULY, 2023

DECLARATION

Declaration by the student

This thesis is my original work and has not been submitted for any other award in this or any other university or institution and shall not be reproduced in part or full or in any format without prior written permission from the author and/or University of Eldoret.

Emmaculate Jepkosgei Maina

SEDU/EMP/M/006/21

Date

Declaration by the Supervisors

This thesis has been submitted with our approval as the University Supervisors.

Dr. Alice Limo

Date

Lecturer,

Department of Education Management and Policy Studies,
University of Eldoret, Kenya.

Dr. Joshua Keter.

Date

Lecturer,

Department of Education Management and Policy Studies,
University of Eldoret, Kenya.

DEDICATION

I dedicate this thesis to my family for the maximum support and cooperation they accorded me throughout the writing of this report. May the almighty God bless them.

ABSTRACT

Conflicts have been occurring between pastoralist communities over access to resources such as land, water, and grazing. These conflicts have been violent, causing a devastating impact on the lives of pastoralists. The social infrastructures that have previously been built in the region have been destroyed by these conflicts. Teachers and residents have been forced to leave these conflicting zones because they fear an invasion, for instance, the educational system is disrupted. In the Kerio Valley area of the Marakwet East sub-county of Elgeyo Marakwet County, the public primary schools were the subject of a research to examine how pastoral disputes influenced the management of education in those institutions. This was guided by the following objectives; to determine the prevalence of pastoral conflicts and its effect on education management, to determine the effect of socio-political and economic marginalization on education management; To investigate land tenure policies and its effect on Education Management in public primary schools as well as to investigate extent of proliferation of arms and weapons and its effect on Education Management in public primary schools in Kerio Valley region of Marakwet East sub-county, Elgeyo Marakwet County. The research was influenced by system theory by Ludwig Von Bertalanffy. A descriptive survey design was employed. The intended audience consisted of 420 respondents, including 200 families, 190 teachers, and 30 head teachers. The sample size was determined by random sampling techniques and consisted of 205 individuals. To collect quantitative data, head teachers, teachers, and houses filled out questionnaires and interview schedules for qualitative data. Theme analysis was employed for qualitative data while descriptive and inferential analysis was used in quantitative data. Tables were used to present the information. The study's findings showed a substantial positive correlation between pastoral conflict frequency ($\beta_1=0.666$ and $p=0.000$), and socio-political and economic marginalization ($\beta_2=0.458$ and $p=0.000$), land tenure policies ($\beta_3=0.328$ and $p=0.000$) and proliferation of arms and weapons ($\beta_4=0.197$ and $p=0.000$) and education management in Marakwet East sub-county. The study came to the conclusion that there was a positive correlation between the administration of education in the Marakwet East sub-county and the reduction of pastoral conflict, socio-political marginalization, economic marginalization, land tenure policies, and the proliferation of ammunition and weaponry. To reduce potential disputes, the head teachers and teachers should work together with the surrounding communities to manage the school's land. The Ministry of Education should make investments in the area's educational infrastructure and include local residents in its administration.

TABLE OF CONTENTS

DECLARATION	ii
DEDICATION	iii
ABSTRACT	iv
LIST OF TABLES	ix
LIST OF FIGURES	xi
ABBREVIATIONS AND ACRONMYS	xii
ACKNOWLEDGEMENT	xiv
CHAPTER ONE	1
INTRODUCTION	1
1.1 Introduction.....	1
1.2 Background.....	1
1.3 Statement of the Problem.....	10
1.4 Purpose of the Study	11
1.5 Specific Objectives	11
1.6 Research Question	12
1.7 Research Hypotheses	13
1.8 Justification of the Study	13
1.9 Significance of the Study	14
1.10 Scope of the Study	15
1.11 Limitations of the Study.....	15
1.13 Assumptions of the Study	16
1.14 Theoretical Framework.....	16
1.15 Conceptual Framework.....	20
1.16 Operational Definitions of Terms	22
1.17 Summary	23
CHAPTER TWO	24
LITERATURE REVIEW	24
2.1 Introduction.....	24
2.2 Prevalence of Pastoral Conflicts and its impacts on Education Management	24
2.3 The Socio-political and Economic marginalization and Education Management..	27

2.4 Land Tenure Policies and its Effect on Education Management.....	30
2.5 Extent of Proliferation of Arms and Weapons on Education Management.....	33
2.6 Summary of Literature Review and Gaps.....	34
CHAPTER THREE	36
METHODOLOGY	36
3.1 Introduction.....	36
3.2 Research Paradigm.....	36
3.3 Research Design.....	37
3.4 Study Area	37
3.5 Target Population.....	37
3.6 Sample Size and Sampling Procedures.....	38
3.7 Research Instruments	39
3.8 Instrument Validity and Reliability	40
3.8.1 Validity	40
3.8.2 Reliability.....	41
3.9 Data Collection Procedures.....	42
3.10 Data Analysis Techniques.....	43
3.11 Ethical Considerations	44
CHAPTER FOUR.....	46
DATA ANALYSIS, PRESENTATION AND INTERPRETATION	46
4.1 Introduction.....	46
4.1.1 Response Rate.....	46
4.2 Demographic Characteristics	47
4.3 Prevalence of Pastoral Conflict and its effect on Education Management.....	50
4.3.1 Prevalence of Pastoral Conflict.....	51
4.3.2 Education Management	55
4.3.3 Correlation between prevalence of conflict and education management	59
4.3.4 Regression analysis on prevalence of conflict and education management	59
4.3.5 Analysis of Variance on prevalence of conflict and Education management .	60
4.3.6 Prevalence of conflict and Education Management Coefficients	60

4.4 The effects of Socio-Political and Economic Marginalization on Education Management.....	61
4.4.1 Social-Political and Economic Marginalization	62
4.4.2 Correlation between marginalization and education management	66
4.4.3 Regression analysis on marginalization on education management.....	67
4.5 Land Tenure Policies and its Effect on Education Management	69
4.5.1 Land Tenure Policies	69
4.5.2 Correlation between land tenure policies and education management.....	73
4.5.3 Regression analysis on land tenure policies on education management.....	73
4.6 Extent of Proliferation of Arms and Weapons and its Effect on Education Management.....	75
4.6.1 Extent of Proliferation of Arms and Weapons.....	75
4.6.2 Correlation between proliferation of arms and weapons and education management	79
4.6.3 Regression analysis on proliferation of arms and weapons on education management	80
4.6.4 ANOVA on proliferation of arms and weapons and Education management.	80
4.6.5 Proliferation of arms and weapons Coefficients.....	81
4.7 Multiple Regression Analysis	82
CHAPTER FIVE	87
SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS	87
5.1 Introduction.....	87
5.2 Summary of Findings.....	87
5.3. Conclusions.....	89
5.4. Recommendations.....	90
5.5 Suggestions for Further Studies	91
REFERENCES.....	92
APPENDICES.....	99
Appendix I: Consent Letter.....	99
Appendix II: Questionnaire for teachers and head teachers	100
Appendix III: Interviews for Households	105

Appendix IV: Introduction Letter from University of Eldoret to NACOSTI.....	106
Appendix V: Research Permit	107
Appendix VI: Authorization Letter from County Commissioner – Elgeyo Marakwet County	108
Appendix VII: A Map of Kerio Valley.....	109
Appendix VIII: Similarity Report.....	110

LIST OF TABLES

Table 3.1 Target Population.....	38
Table 3.2: Sample size	39
Table 3.3 Summary of reliability test results	42
Table 3.4 Data Analysis Table.....	44
Table 4.1: Response Rate.....	47
Table 1.2: Teaching Experience	49
Table 4.3: Stayed in Kerio Valley region	50
Table 4.4: Prevalence of Pastoral Conflict in Kerio Valley Region	52
Table 4.5: Education Management	56
Table 4.6: Correlation between prevalence of conflict and education management	59
Table 4.7: Model Summary on prevalence of conflict and Education management	60
Table 4.8: Prevalence of conflict and Education management Analysis of Variance	60
Table 4.9: Prevalence of conflict and Education management Coefficients	61
Table 4.10: Social-Political and Economic Marginalization in Kerio Valley Region.....	63
Table 4.11: Correlation between marginalization and education management.....	67
Table 4.12: Marginalization Model Summary.....	68
Table 4.13: ANOVA on marginalization and Education management	68
Table 4.14: Marginalization and Education Management Coefficients	68
Table 4.15: Land Tenure Policies in Kerio Valley Region.....	70
Table 4.16: Correlation between land tenure policies and education management.....	73
Table 4.17: Model Summary on land tenure policies and Education management.....	74
Table 4.18: Land tenure policies and Education Management Analysis of Variance	74
Table 4.19: Land tenure policies and Education Management Coefficients	75
Table 4.20: Extent of Proliferation of Arms and Weapons and it Effect on Education Management.....	77
Table 4.21: Correlation between proliferation of arms and weapons and education management	80
Table 4.22: Proliferation of arms and weapons Model Summary	80
Table 4.23: ANOVA on Proliferation of arms and weapons.....	81

Table 4.24: Proliferation of arms and weapons and Education Management Coefficients	81
Table 4.25: Overall Model Summary	82
Table 4.26: Overall Analysis of Variance.....	83
Table 4.27: Overall Coefficients.....	84

LIST OF FIGURES

Figure 1.1: Conceptual Framework	21
Figure 4.1: Gender of the Respondents.....	48
Figure 4.2: Age of the Respondents.....	49

ABBREVIATIONS AND ACRONMYS

ASAL	Arid and semi-arid land
BOM	Board of Management
CDF	Constituency Development Fund
CRECO	Constitution and Reform Education Consortium
DD	Difference-In-Differences
FAO	Food and Agriculture Organization
FGM	Female Genital Mutilation
GPS	Global position systems
HI	Horizontal Inequalities
IASG	Inter-Agency Support Group
IGAD	Inter Governmental Authority Development.
KNBS	Kenya National Bureau of Statistics
KNFP	Kenya National Focal Point
KNHRC	Kenya National Human Rights Commission
KNUT	Kenya National Union of Teachers
KPRs	Kenya police reserves
LSLIs	Large scale land investments
MOEST	Ministry of Education of Science and Technology
NACOSTI	National Commission for Science Technology and Innovation
NGO	Non-governmental organization
PEV	Post-Election Violence
PFE	Potential future exposure

RRI	Rights Resources Initiative
SALW	Small Arms and Light Weapons
TSA	Think Security Africa
UNDP	United Nations Development Programme
UNESCO	United Nations Education, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
WFP	World Food Programme

ACKNOWLEDGEMENT

I acknowledge God for keeping me safe and keeping me well throughout the entire procedure. For giving me the chance to work, the Ministry of Education thanks the Teachers' Service Commission. The University of Eldoret for providing me with the opportunity to pursue my postgraduate degree and my designated supervisors, Dr. Alice Limo, Dr. Joshua Keter, and Prof. Patrick Kafu, for their academic and spiritual support during the preparation of my thesis. I acknowledge my colleagues Anita Cheron, Tecla Ngósosei and Irene Cheron, for giving me advisory support on Thesis writing, my lovely sister Susan Kirop for financial support and my children Shadrack and Shammah for being available for me throughout the entire process.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter introduced the study to examine how the dynamics of pastoralist disputes affected education administration in public primary schools in the Kerio Valley area of Marakwet East sub-county, Elgeyo Marakwet County. It includes background information on the study, a problem statement, the study's objectives, a list of research questions, a research hypothesis, justification, the relevance of the study, its scope, its limitations, and its underlying assumptions.

1.2 Background

Ethnic conflicts and other disasters such as; tsunamis, wars, floods, and earthquakes, significantly impact young people's access to education and society. These disasters, along with other calamities, have a similar impact on international schooling, causing young people to lose their ability to lead regular lives (UNICEF, 2012). Conflicts occur often around the world, particularly in arid places with limited natural resources (Wassie, 2020). In the past three decades, one of Africa's most deadly occurrences has been conflict, with Arid and Semi-Arid Lands (ASAL) being the most susceptible (Seter, H., Theisen & Schilling, 2018). Violence based on ethnicity frequently characterizes conflict in these regions; in fact, ethnic tensions have been identified as a key contributor to conflict following the resource-based conflict narrative (Ruei, 2018).

Pastoral conflicts can have a significant impact on education management in primary schools, especially in regions where pastoralism is a predominant way of life. These conflicts can arise due to a variety of factors, including competition for resources such

as grazing land and water, ethnic tensions, and land tenure disputes (Bum, 2018). Pastoral conflicts often involve violence and displacement of communities (Bum, 2018). Schools located in conflict-prone areas may be forced to close temporarily or operate under challenging conditions. Students and teachers may be displaced, making it difficult to maintain a consistent learning environment. Addressing pastoral conflicts and their impact on education management requires a multi-dimensional approach that combines conflict resolution, humanitarian assistance, and educational interventions to create a conducive environment for learning in conflict-affected areas (Kenea, 2019).

In order to spread violence, organized crime, pastoral conflict, and conflict entrepreneurs can take advantage of the same networks that facilitate regional education system flow, access to natural resources, political stability, equitable resource sharing, increased trade, and information flow (Cilliers, 2018). These acts of violence take place in a volatile global environment where the balance of geopolitical power is shifting and transnational factors like developments in population shifts, information and communication technology (ICT) and climate change create opportunities and risks that need to be managed at various scales (Schafer, 2018).

Pastoral conflicts in Asia, often related to land and resource disputes among different groups, can indeed have an impact on education management in primary schools. The extent and nature of this impact can vary depending on the specific region and circumstances (Nyumba, Emenye & Leader-Williams, 2020). Pastoral conflicts can lead to violence and instability in rural areas, which may result in the temporary closure of schools. This can disrupt the continuity of education for primary school students. Families affected by pastoral conflicts may be forced to flee their homes,

leading to the displacement of students. Displaced children may struggle to access education, and this can result in gaps in their learning. In some cases, conflicts over land or resources can impact the allocation of resources for education. Funds that might have been allocated to building new schools or improving existing infrastructure may be redirected to address conflict-related issues (Wofford & Tibi, 2018).

Generally speaking, ethnic conflicts have existed from the beginning of time, not just in poor nations but also on a worldwide scale. Like the United Kingdom and China, France had territorial disputes with the Bretons, Spain had disputes with the Basques, and the United States had disputes with the native Americans (Mohammadzadeh, 2016). Ethnic issues in Asia, including Iraq, Turkey, India, Darfur, Balkans, Rwanda, Sri Lanka, Indonesia, West Bank, and Gaza Strip, have led to lethal episodes in the late 20th and early 21st centuries.

Iqbal, Khalil, and Khan's (2017) study in Pakistan aimed to educate teachers on societal disputes and their resolution. They found that Pakistan's educational system lacks formal social conflict resolution education and practical skills. Pastoralism involves raising domesticated and semi-domesticated animals in their natural habitat, using agricultural byproducts and plants. This approach is more extensive than intensive pastoral systems (Köhler-Rollefson 2020).

According to the Food and Agricultural Organization (FAO) (2018), 43% of Africa's land is used for pastoral purposes, and the Horn of Africa is home to some 268 million pastoralists (Bekele, Drabik, Dries & Heijman, 2022). In Africa, pastoral ethnicities are a minority that experience political marginalization (Rettberg, 2017). For instance, the average national budget for pastoralists in Africa is less than 1%

(FAO, 2018). According to Anstey (2019), land has been expropriated, contested, and distributed unequitably throughout Africa's history. Land laws in many African nations permit the seizure of pastoral rangelands for large-scale land investments, which results in displaced populations and escalating poverty. In pastoral regions, this has resulted in extensive land disputes according to FAO (2018); Hufe and Heuermann (2017).

According to a research by the Social Science Research Council (2018), conflicts and violence have intricate socio-cultural, economic, and political elements and are mediated by power networks that go beyond traditional conceptual limits. It is a widely believed belief that conflict has changed in recent years in terms of its character, severity, and frequency. According to Avis (2019), this change in conflict's character is correlated with a long-term drop in classic symmetrical conflicts and an increase in intrastate and asymmetrical warfare.

Pastoralists in Kenya's dry and semi-arid regions believe the government has treated them unjustly, indicating local alienation. Cattle rustling affects 27 counties, with five being seriously affected. The cost of livestock lost between 2014 and 2016 was Ksh6.05 billion, and the cost of displaced people's aid and compensation was Ksh37.27 billion. Pastoralists rely on grassland, water, natural flora, and cattle for their livelihood, but lack of access to these resources has put them under significant strain (Kimokoti, 2022).

Several African countries have experienced violent interethnic violence, notably South Sudan between the Nuer and the Dinka and Rwanda between the Tutsi and Hutu (Mbaku, 2018). The Democratic Republic of the Congo (DRC), Sudan, Kenya, Ethiopia, Djibouti, Liberia, Sierra Leone, Sierra Leone, Sierra Leone, and DRC are

among African countries that have experienced serious interethnic violence. Ethnic conflicts may result from economic, political, or social rivalry between communities for resources like grazing rights, water, or land (Mayai, 2017). For instance, in Ghana (Bukari and Kuusaana, 2018).

Pastoral conflicts in African countries have been exacerbated by indiscriminate force and incentivized disarmament initiatives (Kimokoti, 2022). However, neither approach has been successful. Indiscriminate violence increases community resentment against state security forces, while the exchange of livestock for firearms incentivizes civilians to acquire more. Ethiopia's 15% pastoralist population, residing in over 60% of the country's dry lands, poses potential future exposure (Owuor, Odundo & Onyango, 2017).

Pastoralists in Ethiopia experience political marginalization, like in many other African nations. Because the government of Ethiopia owns all land, pastoralists' ability to hold property is constrained. Large Scale Land Investments (LSLIs) in agro-pastoral areas are encouraged by Lavers (2018) and the growth and transformation strategy. The best rangelands have been acquired by LSLIs by preventing pastoralists from accessing them. As a result, the primary cause of conflict in agro-pastoral areas is the loss of important dry-season grazing grounds to LSLIs (Rettberg, 2017). Pastoralists show a lot of opposition to official land allocations. Such resistance entails violent conflict in a dire circumstance.

As a result, fighting over grazing and irrigation supplies as well as border disputes has grown to be a serious threat to pastoral communities' ability to survive (Rettberg, 2017). Pastoral and nomadic communities primarily engaged in cattle rustling in East Africa and the Horn of Africa for two reasons: first, to replenish their herds after a

severe drought or disease had decimated their livestock, and second, to allow young warriors or those who have transitioned from childhood to adulthood to obtain cattle to pay the bride price necessary to marry. Cattle rustling is now considered a transnational (criminal) conduct since it is being carried out for economic gain and through criminal networks that traverse national and international borders (Gumba, 2019 and Melil, 2018).

Land disputes have become more prevalent in a number of nations. For example, in Ethiopia, since 2016, the government's desire to expand Addis Abeba into the Oromia area has led to violent demonstrations. Additionally, in the period between 2017 and 2018, three million people were internally displaced as a result of the land conflict between the pastoral areas of Oromia and Somalia. Similar to this, in 2018–2019, one million agro-pastoralists were internally displaced due to land conflicts between Guji and Gedeo. In non-pastoral regions like the Amhara and Tigray, land-related issues are also a problem (Lavers, 2018). Land is a highly politicized resource tied to structural inequality; hence it is possible that the current political instability in Ethiopia has something to do with land resources.

Pastoral conflicts in Burundi, like in many other regions, can have significant implications for education management (Ajala, 2020). These conflicts are often rooted in competition for natural resources, particularly land and water, between different groups, including pastoralists and sedentary agricultural communities. When these conflicts escalate, they can disrupt the normal functioning of society, including the education system. Addressing the dynamics of pastoral conflicts on education management in Burundi requires a multi-faceted approach. This may involve efforts to promote peace and conflict resolution, rebuild infrastructure, provide psychosocial

support to affected students and teachers, and ensure that education remains a priority even in conflict-affected areas. Additionally, addressing the underlying causes of pastoral conflicts, such as resource competition, is crucial for achieving sustainable peace and educational development in the region (Niyukuri, 2020).

Pastoral conflicts in South Africa can have a significant impact on education management, particularly in rural and marginalized areas where pastoralist communities reside (Adzande, 2022). These conflicts often revolve around issues related to land use, resource allocation, cultural differences, and historical grievances. Pastoral communities in South Africa often rely on communal land for grazing their livestock. As population growth and agricultural expansion increase, competition for land and water resources intensifies. This can lead to conflicts between pastoralists and other communities, disrupting access to schools and making the management of education facilities challenging (van Pinxteren, Emirhafizović, Dailidienė, Figurek, Hălbac-Cotoară-Zamfir & Mętrak, 2021).

Pastoral conflicts in Kenya have significantly impacted education management, particularly in Arid and Semi-Arid Lands (ASALs), affecting access, quality, and governance (Ndiritu, 2020). These conflicts hinder access to education in pastoralist communities, affecting their quality and governance. Due to the fighting, schools in these places have been abandoned, damaged, or shuttered, depriving students of the chance to learn (Owuor, Odundo, & Onyango, 2017). Families being uprooted, people losing their jobs, and infrastructure being destroyed all add to the issue and make it more challenging for kids to get to school.

Pastoralists in Kenya face marginalization due to cattle rustling, a commercialized and illegal enterprise. Factors such as perceived marginalization, inadequate mitigation

measures, commercialization, small arms proliferation, environmental insecurity, poverty, political instigation, unemployment, and cultural practices contribute to the recent development and new trends in cattle rustling in Kenya and neighboring countries (Kushner 2017).

The Rift Valley has experienced ethnic and inter-ethnic conflicts, including Agikuyu and Kalenjin communities since the 1990s, Maasai and Kipsigis in Narok and Nakuru counties, Turkana, Pokot, Tugen, and Ilchamus in Laikipia and Baringo Counties, Pokot and Turkana at the border, and Pokot and Marakwet between Elgeyo-Marakwet and West Pokot counties (Odanga, Iteyo & Onkware, 2022). Land ownership in certain locations has been the cause of these disputes. Conflicts between the Luo and the Nandi and the Sabaot and the Babukusu over livestock rustling have also occurred in other places.

In the Kerio valley, pastoralist disputes escalate due to resource competition, cattle rustling, illicit weapons, insufficient law enforcement, traditional governance, land disputes, political incitements, ethnocentrism, poverty, and youth idleness. These conflicts are linked to traditional governance systems, natural resource competition, land disputes, political incitements, and youth idleness (Noelle, 2020).

In Elgeyo Marakwet, pastoralists in Marakwet East's Kerio valley rely on livestock for income. They live nomadic lifestyles, relying on pasture and water for survival. Climate change challenges them, affecting pasture availability, market economy, social-cultural systems, and land use rights. Pastoralists in Elgeyo Marakwet East, mostly nomadic, rely on raising goats, sheep, and cattle for their livelihood. They face limited resources and face challenges like pasture availability, market economy,

social-cultural systems, and land use rights due to global climate changes (Zhang, 2021).

It is clear that the dynamics of pastoral conflicts are complex and multifaceted, often rooted in a combination of social, economic, environmental, and political factors. Pastoral conflicts typically involve disputes and violence between different pastoral communities or between pastoralists and other groups, such as farmers or government authorities (de Jong, De Bruin Knoop & van Vliet, 2021). These conflicts can have significant social, economic, and security implications in the regions where they occur. The prevalence of pastoral conflicts varies significantly across different regions of the world, and it can fluctuate over time due to changing social, economic, environmental, and political factors. The severity and frequency of pastoral conflicts are influenced by a combination of these factors (Van Baalen & Mobjörk, 2018).

In addition, the proliferation of arms and weapons among pastoral communities can have significant negative effects on education management in these communities. The presence of weapons can create a pervasive sense of insecurity within pastoral communities (Kimokoti, 2022). This insecurity can extend to schools and educational institutions, making students, teachers, and administrators feel unsafe. As a result, attendance rates may drop, and the quality of education may suffer. Efforts to address the proliferation of arms and weapons in pastoral communities should be part of a broader strategy that includes conflict prevention, disarmament, and peacebuilding initiatives. Promoting education in these communities often involves creating safe learning environments, rebuilding educational infrastructure, providing psychosocial support to students, and addressing the root causes of conflicts that lead to the presence of weapons. International organizations, governments, and NGOs can play a

vital role in supporting these efforts and ensuring that education remains a priority in conflict-affected areas (Abdulrasheed, 2021).

1.3 Statement of the Problem

Pastoralists rely on water, pasture, wild flora, and animals for their livelihood. However, limited access to land and water has led to strain and forced fights. Conflicts hinder vital services development and delivery in pastoralist regions, interfering with access to natural resources and educational opportunities (Yeboua & Cilliers, 2021).

Conflict destroys social facilities, disrupts education, and deters long-term and short-term investment in communities and development organizations. Conflict causes teachers to leave conflict zones and people to relocate, affecting children and teens' education. Instead of focusing on development projects, resources are spent on containing disputes and mitigating their impacts (Massey, 2019).

Cattle rustling in the Kerio Valley region negatively impacts learning and education, leading to poor student enrollment and illiteracy. Pastoral conflicts arise due to rivalry for resources, water, pasture, and land among pastoral communities. This insecurity negatively impacts the learning environment and contributes to the ongoing challenges faced by the Kerio Valley region (Chelangà, 2020). People have been displaced due to the regular livestock raids in the Kerio Valley area of the Marakwet East sub-county. Due to property losses brought on by the relocation and disputes brought on by the raiders, the displaced people are destitute. This limits both the availability of education and their economic clout (Murkomen, 2019).

Elgeyo Marakwet County's Kerio Valley section faces limited access to education due to poor resources and limited access. Education supply declined from 18% in 2007 to

15% in 2008 and 25% in 2009. MOEST (2021) reports that between 2017 and 2021, the enrollment declined to 20% as a result of an increase in pastoral disputes, from 29.34% in 2014 to 4.34% in 2011, and 20% in 2017 to 2021.

In May 2022, three students from Tot Primary were murdered by bandits in the Kerio Valley, while six others were injured. A driver was killed and 15 children were injured in a bus attack. Two children died while playing under a mango tree, and a 53-year-old teacher was shot and killed on Chesongoch-Tot Road (Marigat & Cheruiyotomo, 2022).

In view of this, the current study examined the prevalence of pastoral conflicts, the effect of socio-political and economic marginalization on education management, land tenure policies and their effect on Education Management, the extent of proliferation of arms and weapons and their effect on Education Management in public primary schools.

1.4 Purpose of the Study

The study's goal was to analyze how pastoral disputes affected the administration of education in the public primary schools in the Kerio Valley area of the Marakwet East sub-county, Elgeyo Marakwet County.

1.5 Specific Objectives

The study was guided by the following specific objectives;

- i. **To establish the prevalence of pastoral conflicts and its effect on Education Management in public primary schools in Kerio Valley region of Marakwet East sub-county, Elgeyo Marakwet County.**

- ii. To determine the effect of socio-political and economic marginalization on education management in Kerio Valley region of Marakwet East-sub county, Elgeyo Marakwet County.
- iii. To investigate land tenure policies and its effect on Education Management in public primary schools in Kerio Valley region of Marakwet East sub-county, Elgeyo Marakwet County.
- iv. To investigate extent of proliferation of arms and weapons and its effect on Education Management in public primary schools in Kerio Valley region of Marakwet East sub-county, Elgeyo Marakwet County.

1.6 Research Question

- i. What is the prevalence of pastoral conflicts and its effect on Education Management in public primary schools in Kerio Valley region of Marakwet East sub-county, Elgeyo Marakwet County?
- ii. What is the effect of socio-political and economic marginalization on education management in Kerio Valley region of Marakwet East-sub county, Elgeyo Marakwet County?
- iii. What are the land tenure policies and its effect on Education Management in public primary schools in Kerio Valley region of Marakwet East sub-county, Elgeyo Marakwet County?
- iv. What is the extent of proliferation of arms and weapons and its effect on Education Management in public primary schools in Kerio Valley region of Marakwet East sub-county, Elgeyo Marakwet County?

1.7 Research Hypotheses

The study was guided by the following hypotheses:

Ho₁: There is no significant relationship between prevalence of pastoral conflicts and Education Management in public primary schools in Kerio Valley region of Marakwet East sub-county, Elgeyo Marakwet County.

Ho₂: There is no significant relationship between socio-political and economic marginalization and Education Management in public primary schools in Kerio Valley region of Marakwet East sub-county, Elgeyo Marakwet County.

Ho₃: There is no significant relationship between land tenure policies and their effect on Education Management in public primary schools in Kerio Valley region of Marakwet East sub-county, Elgeyo Marakwet County.

Ho₄: There is no significant relationship between extent of proliferation of arms and weapons and their effect on Education Management in public primary schools in Kerio Valley region of Marakwet East sub-county, Elgeyo Marakwet County.

1.8 Justification of the Study

A learning environment must be inclusive, protective, healthy, and secure, ensuring equal participation and achievement of objectives. However, conflicts can arise due to fear, threats, intimidation, and anxiety. To improve the education sector, the government must ensure political stability in the region. This will help prevent internal conflicts and promote a more peaceful learning environment.

As a result, this research investigated the Marakwet-Pokot conflict to understand its causes and find ways to manage it so that the two people might live side by side, work together, and benefit from the valley's natural riches. A lasting peace in the region can

be achieved by recognizing the primary players in the dispute, their responsibilities, and chances for collaboration and mutual gain. The study's conclusions will be very helpful in developing resource-based policy.

The study identified key players who supported the community and provided conflict-resolution tactics in Elgeyo Marakwet County, Kerio Valley. Political instability has led to widespread displacement, causing issues with illnesses, food, education, housing, and property loss. The violence in Kerio Valley, Elgeyo Marakwet County, has led to inadequate educational services for young people. The Kenyan government has sent security to the region, but violence has worsened, and army forces have only recently begun operations.

1.9 Significance of the Study

The research established the dynamics of pastoral conflicts on Education Management in public primary schools in Kerio Valley region of Marakwet East sub-county, Elgeyo Marakwet County in Kenya, in order to quell the pastoral conflicts and provides solutions. The study findings revealed that socio-political marginalization and economic marginalization affects education management of learners.

The study findings conclusion and recommendations would benefit several groups, including:

Local communities: Pastoral disputes can have a significant impact on the local communities, including their access to education. The study would help identify ways to mitigate their impact and ensure that children in the area have access to quality education.

Educators: Teachers and other educators in the area may face unique challenges due to pastoral disputes. The study would help identify these challenges and provide recommendations for how educators can better support their students.

Policy makers: The findings of a study on how pastoral disputes affect education in the area could be used to inform policy decisions related to education and conflict resolution. The study would provide evidence to support the need for increased resources for schools in conflict-prone areas.

Researchers: The study would contribute to the existing body of research on conflict and education in Kenya and other similar contexts. It would also help identify areas for further research and exploration.

1.10 Scope of the Study

The geographical location in which the study was conducted determines the study's scope (Mengist, Soromessa & Legese, 2020). The study was conducted between January and February of 2023, this research was conducted in the Kerio Valley area of the Marakwet East sub-county in Elgeyo Marakwet County. It targeted both public primary schools and households. The respondents were teachers, head teachers and household heads. The independent variables were: the prevalence of pastoral conflicts, social-political and economic marginalization, land tenure policies, proliferation of arms and weapons and the dependent variable was education management.

1.11 Limitations of the Study

The study was restricted to families in the Kerio Valley region of Marakwet East sub-county, Elgeyo Marakwet County, impacted by disputes over natural resources. The

sensitive nature of pastoral disputes could have prevented most respondents from sharing their knowledge, limiting the scope of the study.

1.13 Assumptions of the Study

The information that was provided by the respondents was accurate. The responses provided by the interviewees accurately represent the situation since they were aware of pastoral tensions. In the Elgeyo Marakwet County research region, the Marakwet East sub-county was expected to have widespread pastoral conflicts and frequent issues with education management.

1.14 Theoretical Framework

This study was guided by the systems theory by Ludwig Von Bertalanffy, a biologist who established the systems theory in 1945. Ludwig (1968) advanced the idea by defining a system as a collection of interconnected, complex, and open to environmental interaction components. Additionally, systems are always evolving and might arise with qualitatively new traits. According to this idea, systems thinking is two-way, part-to-whole and whole-to-part, where different elements interact to form a whole.

Systems theory posits that an organizational entity is made up of interdependent components, with input and output being the two main components. Companies are often considered open systems, interacting with their surroundings through inputs, throughputs, and outputs. Organizations like schools are open systems, susceptible to the effects of their surroundings.

The systems theory emphasizes the connection between the school and the environment. Hanson (2004) claims that the environment provides schools with inputs including people and material resources, community expectations, values, and social

needs. To change them, these go through the production process. The transformed product is subsequently exported with increased value into the environment. In the instance of a school, the end result is updated value systems and new information for the pupils. As a result, they leave the system after they have undergone a complete transformation.

Schools are crucial in the larger environment, and ethnic conflict affects them greatly. Schools serve as refuge centers, but are also affected by trauma, violence, and implementation of values like nationalism and unity in diversity. Young children, who are expected to be in school, may be involved in the violence, highlighting the importance of promoting values and unity in diverse communities.

Schools can instill moral principles and attitudes that help students learn honesty, respect, and distinguish between right and evil. Open systems, like schools, can change energy and export results to the environment. Schools can effectively change young males' mindsets if the community is willing, while society can create institutions for conflict resolution.

System theory emphasizes the importance of functional components cooperating to achieve a common goal. It explains how organisms maintain unity and degenerate when conflict arises, highlighting that not all components coexist peacefully. The theory highlights oppression as a social totality and demonstrates how production mechanisms repress labor. Capitalists make the workforce harder for ever-decreasing wages, not because of the owner's bad behavior but because the capitalist system demands profitability and money-saving (Greason & Bennett, 2019).

According to the thesis, human nature is always malleable and people in positions of authority always create ideologies to support their rule. These ideals would disappear

if the system were to fail, resulting in a totally honest life free of masks and deceit (Walter, 2011). Systems theory addresses human attitudes that result from these relationships in a system, such as the sense of superiority, in addition to economics and politics. A systems theory of conflict's overarching goal is systemic change, which might be related to the perception of superiority attained by the possession of small arms and light weapons. In Marakwet East Sub County, attracting and retaining school-going youth is challenging due to limited internal resources. Schools must form relationships with the environment to obtain necessary services and inputs, avoiding conflicts and unpredictable environments that threaten autonomy (Sifakis, 2019).

The government should focus on developing educational systems to control the environment, enabling educational institutions to be effective change agents. These institutions represent societal norms, philosophies, values, and cultures. Teachers should be educated on topics like nationalism and conflict resolution to address environmental issues effectively. The educational system in Marakwet East Sub County may need a critical evaluation to address external challenges. Schools may struggle to handle conflicts like violent ethnic clashes. However, transforming young minds and values can lead to harmonious cohabitation among ethnic communities, provided the environment allows children to attend school. This will improve the management of schools in the region.

Systems theory was applied to understand the prevalence of pastoral conflicts. Systems theory views the world as a complex system of interrelated parts that work together to achieve a common goal. In the case of pastoral conflicts, the system consists of various components such as the pastoral communities, the government,

land tenure policies, and the proliferation of small arms and weapons. These components are interdependent and interact with each other in complex ways. For example, weak governance, inadequate land and resource management policies, political and economic marginalization, and the proliferation of small arms and light weapons have contributed to pastoral conflicts.

Socio-political and economic marginalization

Systems theory can also help to understand how socio-political and economic marginalization can affect education management. For example, marginalized communities may have less access to quality education, which can lead to lower levels of educational attainment. This, in turn, can perpetuate the cycle of marginalization.

Land tenure policies

Systems theory can also help to understand how land tenure policies can affect education management. Land tenure policies that are discriminatory or that do not recognize customary land rights can make it difficult for schools to be built or for communities to access education.

Proliferation of arms and weapons

Systems theory can also help us to understand how the proliferation of arms and weapons can affect education management. Schools that are located in areas where there is a high prevalence of arms and weapons are more likely to be targeted by violence. This can make it difficult for schools to operate and can put students and teachers at risk.

By applying systems theory to these issues, it is possible to develop more effective strategies for preventing and resolving them. This will help to ensure that all children have access to quality education, regardless of their circumstances. Therefore, addressing pastoral conflicts requires a systems approach that takes into account the interdependence of the various components of the system.

1.15 Conceptual Framework

The conceptual framework links education management to factors like pastoral conflicts, socio-political marginalization, economic marginalization, land tenure policies, armaments, and mitigation. Government initiatives and non-governmental organizations intervene in land management.

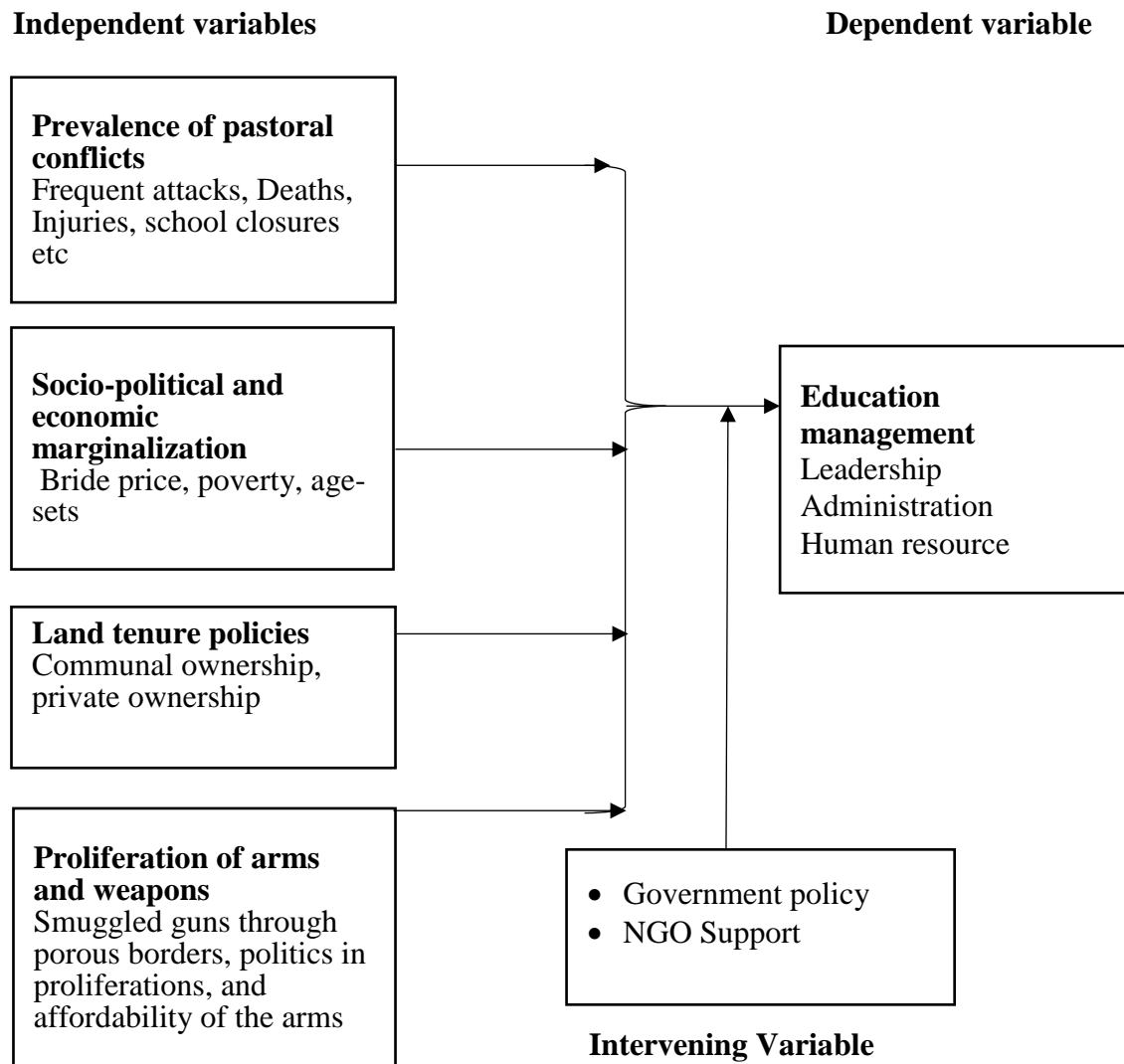


Figure 1.1: Conceptual Framework

Cultural practices in communities could contribute to conflicts, such as food security, environmental deterioration, and inequity (O'Hara & Toussaint, 2021). Drought, poverty, and wealth-building contribute to cattle rustling in the Kerio valley area of Marakwet East sub-county. Conflicts impact pastoralists' subsistence, leading to death, injury, loss of animals, and insecurity. These factors are connected to political agitation and commercialization of raids. The intervening variables (Government policy and NGO Support) did not affect the study since the study was carried out within the government policies put in place in these regions without any manipulation and NGO support.

1.16 Operational Definitions of Terms

Education management refers to the planning, organization, coordination, and supervision of all the activities and resources involved in an educational institution or system.

Land tenure policies are a set of governmental or institutional regulations, laws, and practices that determine how land rights and ownership are established, recognized, allocated, transferred, and protected within a given jurisdiction or country.

Pastoral conflicts refer to disputes and tensions that arise within pastoral communities or among pastoralists, who are people primarily engaged in livestock farming and often rely on natural grazing lands for their livelihoods.

Prevalence of pastoral conflicts refers to the frequency or extent to which conflicts occur within pastoral communities or among pastoralists who are engaged in livestock farming.

Proliferation of arms and weapons refers to the widespread and uncontrolled spread of firearms, military equipment, and other lethal weapons.

Socio-political marginalization refers to the social and political processes that result in certain individuals or groups being excluded or underrepresented in decision-making, political participation, and social structures.

1.17 Summary

Pastoral disputes in Kenya, particularly in the Kerio Valley, have impacted education management, marginalization, land tenure policies, and weapon spread (Element, 2021). These conflicts impact social-political and economic aspects of education, as well as the spread of weapons in public primary schools. The proliferation of arms and weapons in semi-arid and arid lands has increased cattle rustling among pastoral communities. Land tenure policies, which traditionally involve communal ownership, have been altered by local and national policies, causing conflicts on land issues.

The socio-political marginalization and economic marginalization beefed up the conflicts amongst pastoral communities (Bello, 2022). Cultural beliefs for instance bride price, age-sets and other customary aspects are the factors of pastoral conflicts. The political incitements, inaccessible government services are other factors of pastoral conflicts.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter explored the related literature review on dynamics of pastoral conflicts on the Education Management in public primary schools in Kerio Valley region of Marakwet East sub-county, Elgeyo Marakwet County. The information was captured in project documents, government publications, journals and special reports. The report aimed to fill the research gaps that were discovered. The literature reviewed the following context: the prevalence of pastoral conflicts on education management, socio-political marginalization and economic marginalization in relation to education management, land tenure policies and its effect on education management, proliferation of arms and weapons and ways of mitigating pastoral conflicts in the area.

2.2 Prevalence of Pastoral Conflicts and its impacts on Education Management

Conflicts are prevalent globally, especially in arid regions with limited resources. Arid and Semi-Arid Lands (ASAL) are particularly susceptible, with ethnic tensions being a key contributor to conflict (Hasnat, Kabir & Hossain, 2018).

Conflict in society is fluid across boundaries due to interconnectedness of counties, countries, and regional blocks. Organizational crime, pastoral conflict, and conflict entrepreneurs exploit these networks for violence, resource access, political stability, and increased trade (Cilliers, 2018). The increase in violence in a unstable global environment is driven by shifting geopolitical power balances and transnational factors like ICT, population shifts, and climate change. A study in California found that Latino students face physical, verbal, and social exclusion in their institutions.

The study however failed to indicate the prevalence of pastoral conflicts on Educational management.

Utsumi (2021) examined how the conflict in Timor East affected educational outcomes in East Asia. They concentrated on how kid attendance and completion rates were impacted by violence. Due to its examination of eras of high and low intensity warfare, the study was comparative in nature. They discovered that the short-intensity influence on academic results was inconsistent. Long-term research revealed that boys' deaths were caused by exposure to violence that persisted for more than 25 years. The research however had a comparative focus, but the current study on the impact of ethnic conflict on school management was non-comparative.

Cuartas, Grogan-Kaylor, Ma and Castillo (2019) examined the connection between civil strife and academic achievement in Colombia. They carried out the procedure of analyzing hierarchical data using multilevel analysis. The results showed that there was a weak correlation between academic success and conflict severity. The study pointed out that schools provide an alternative to disruptive behavior by giving youngsters a safe place to play. Additionally, it made it possible for pupils to have access to wholesome meals while simultaneously receiving advice from professors and counselors. The study however focused on connection between civil strife and academic achievement unlike the current study which is on prevalence of pastoral conflict and educational management.

Bonura and Fountain (2020) surveyed a cross-section of medical students in order to better understand institutional and student experiences of medical education despite ongoing violence in Iraq. The survey's goal was to learn more about the resources and difficulties that medical schools are now confronting. The study also sought to

determine how conflict affected the training environment and student experience. Teo, Doleck, Bazelais and Lemay (2019) conducted research in Nepal to examine the connection between war and education. The study involved 427 respondents from 8 schools, including teachers, students, and parents. The majority of respondents were injured and kidnapped by Maoists and security forces, and disagreements led to teachers losing motivation. The study however did not indicate the prevalence of pastoral conflict and economic development.

Pastoral disputes have also impacted the caliber of education in pastoralist communities. The conflict's regular disruptions have interfered with learning in locations where schools are still open. Due to the instability brought on by the conflict, teachers have struggled to successfully present the curriculum and pupils have struggled to focus (Benti, Biru & Tessema, 2022). The quality of education has also been harmed by the conflict's destruction of educational infrastructure and instructional materials. Pastoral disputes have also impacted educational governance. It is challenging for education authorities to manage and supervise education in these regions as a result of the conflict's impact on governance institutions. However, it was not clear from this review on how the prevalence of pastoral conflicts influenced the educational management.

Ng'asike (2019) indicated that lack of access to education is another issue affecting administration of education in pastoral communities in Kenya. Compared to the national average of 87%, just 27% of children from pastoralist villages had access to school in 2020, according to the Kenya National Bureau of Statistics. According to the Kenya National Bureau of Statistics (KNBS, 2020), this is due to a number of causes, including a shortage of schools, long travel times to get to schools, and poor

infrastructure, including roads and water supplies. Kenyan pastoral communities face challenges in managing schools due to a lack of trained teachers in arid and semi-arid regions. Factors include harsh environments, poor teacher motivation, and insufficient incentives for recruiting and retaining talented teachers. Educational management however was not indicated by the study hence necessitating the current study.

Kenyan pastoral communities face a shortage of qualified teachers in arid and semi-arid regions, with only 17% of teachers accredited. This issue is attributed to factors such as remoteness, low teacher motivation, and lack of incentives. Additionally, low syllabi coverage and conflicting circumstances impact teachers' ability to teach effectively. School operations managers face challenges in maintaining control in conflict-prone regions, such as shortening operating hours or shutting down permanently. Lack of community leaders and administrative resources also hinder these efforts. To address these challenges, schools must seek methods to reduce disputes and maintain operations.

2.3 The Socio-political and Economic marginalization and Education Management

The collective mental programming that separates members of one group or category of people from others is referred to as culture (Causadias, Vitriol & Atkin, 2018). Cultural practices in Kerio Valley, Marakwet East sub-county, are linked to collectivism and shared values, identity, and norms. Conflicts between Pokot and Marakwet arise from cross-border livestock incursions, causing injuries, fatalities, and disrupting local economy and education.

Political goals have been known to exacerbate tensions between communities and ignite ethnic conflict as political leaders compete for power (Kamais & Mosol, 2022).

These violent confrontations have resulted in evictions, massacres, racial violence, revenge assaults, and livestock rustling. The cultural practice of cattle rustling involves severe violence, as does the modern "commercial" practice of mass cow raiding for sale in urban markets as dowry payment and status. It was not clear however from the study on how the political marginalization relates to pastoral conflict and its effect on economic development

Pastoral production aims to provide a consistent food supply for family members through milk, meat, and blood. It involves exchanges for other goods and services, such as cereals and education. The typical production structure involves a male livestock owner, wife, children, and dependents living in a family unit. Research shows that the amount of animals kept is sufficient for sustenance (Noelle, 2020). Omoeva, Moussa, and Hatch (2018) used data from databases on ethnic power relations and the Uppsala Conflict Data Programme to perform research on the effects of armed conflict on educational disparity and years of schooling. They discovered that conflict dramatically worsened educational inequality and reduced academic achievement. They came to the conclusion that when ethnic strife continued, educational outcomes suffered. Because this study employed primary data while the reviewed research used secondary data, there was a gap in their findings.

Conflicts involving pastoralists are linked to a variety of factors, including resource competition, cattle rustling, the spread of illegal weapons, insufficient policing and state security measures, the decline of traditional governance systems, and competition for access to and control of natural resources like pasture and water. Life is full with anxiety and uncertainty across the border and in the aforementioned regions. Many pastoralists are required to maintain a constant state of alertness in

order to repel any intrusions (Kabelo, 2019). The Karamoja area of Uganda has been successfully shielded against cattle theft by Turkana and Pokot herders from neighboring Kenya. Raids over the northern border with South Sudan have still continued. The study however focused in Karamojong of Uganda, Turkan and west Pokot, the current study was specifically within Elgeiyo Marakwet County.

In Kenya, membership in political parties is frequently determined by ethnic groupings. As a result, followers of political parties frequently conflict with those of other parties who belong to other tribes. Conflicts amongst party members exacerbate hostilities and intolerance between various groupings. According to the Constitution and Reform Education Consortium's baseline assessment, which examined the conflict situation in Kenya's 47 counties, the majority of the counties had high rates of violence. Border disputes, racial prejudice, the widespread use of small guns, extreme poverty, lax security, political party zoning, and rivalry for land and other resources were all mentioned in the study (Kumar, 2022). The majority of ethnic conflict in Kenya involves groups. According to Bond and Mkutu (2018) Kenya has much higher conflict rates than the rest of Africa. The perpetrators are frequently militias whose identities are based on the community, and it involves cycles of assaults and counterattacks. The social political aspect was not featured out in the reviewed literature hence the gap has been filled by the current study.

Cattle rustling in Kenya is driven by factors like commercialization, marginalization, inadequate mitigation, environmental instability, political instigation, poverty, unemployment, small arms proliferation, and cultural practices (Gumba, 2020). The study found that Kerio Valley residents in Marakwet East sub-county felt police were not adequately protecting them from attacks. They believed they were lacked desire to

perform their duties due to remote working environments, inadequate food and water access, and fear of bandits. Pastoral communities in dry and semi-arid regions believe the government has treated them unjustly. Wars have destroyed their communities, making it difficult for merchants to access them. This has led to a decline in existing marketing systems (Mkutu, Mkutu, Marani & Ekitela, 2019). As a result, the afflicted area's economy has remained stagnant. It was not however clear from the review on how pastoral conflict influence educational management hence the necessity of the current study which fills the gap

2.4 Land Tenure Policies and its Effect on Education Management.

Secure land rights are vital for rural people's livelihood and development, promoting environmental sustainability, gender equality, poverty alleviation, and food security. They also strengthen communities' financial incentives for increased farm productivity, resulting in increased incomes and food security (Pereira & Oliveira, 2020).

Land tenure in rural areas of low-income nations remains unstable, with at least one billion of the world's poorest inhabitants living in rural regions without solid land rights (Ikuemonisan, Mafimisebi, Ajibefun & Adenegan, 2020). Informal, community-based customary tenure systems, impacting up to 2 billion people, help many retain land and resource rights. Increased understanding and legislative commitment are needed to ensure land tenure. The absence of official, legal acknowledgment of community-based tenure rights is a serious problem that affects the security of tenure in rural regions. There are frequently overlapping statutory tenure (codified in state law) and customary tenure systems where local people have kept linkages to their ancestral properties (Mensah, 2021). National governments

have legalized customary rights and delegated land and resource rights to communities for conservation, sustainable use, and livelihoods. However, there is a significant recognition gap between community-owned land managed under statutory laws and customarily held land by indigenous peoples and local communities in many countries. Communities' land rights are often invisible due to lack of legal recognition, making them vulnerable to expropriation and reducing incentives for long-term investments in ecosystems and productive capacity. The study however failed to indicate the land tenure policies and its effect on educational management.

Land rights are often delineated and registered but not upheld due to conflicting interests, private sector investments, government capability, and lack of cooperation. Women in rural poor nations often have lesser tenure rights than men, despite playing crucial roles in agriculture and household nourishment (Boone, 2019). In developing nations, women are much less likely than males to own or manage property, and their landholdings are often smaller and less valuable. In order to address women's uneven land and resource rights, it is important to take into account both cultural and legal barriers to their participation in land ownership and usage choices. The review however failed to indicate land tenure policies and educational management.

Conflicts between farmers and pastoralists in sub-Saharan Africa are increasingly popular, impacting livelihoods, security, and economies, attracting attention in peace and security literature (Ntumva, 2022). The farmer-pastoralist conflicts relate to the violent and non-violent struggle between stationary farmers and migratory pastoralists over land resources. This viewpoint asserts that disputes between farmers and pastoralists are brought on by unequal land distribution that is a product of socio-political processes in the society (Ntumva, 2022). The land tenure system has evolved from pre-colonial customary ownership to liberalized ownership, causing intense

conflicts among pastoralists. Traditional methods, based on cultural norms, remain effective today to improve sustainability and avoid disputes between users (Awan, Kraslawski, & Huiskonen, 2018). Social capital and social solidarity theories provide a framework for expected behavior in land-related problems, helping local authorities and communities manage conflict effectively. Conventional conflict management techniques are based on beliefs about equitable land sharing, with violations punishable by societal consequences. Family leaders, chiefs, and local communities are the primary guardians of these laws or norms. The study however was focused on sub Saharan Africa unlike the current study which is done in Kenya.

Conventional processes are perceived as resolving minor disputes, such as livestock-crop damages, without addressing underlying causes, due to environmental changes, political exclusion, population growth, and power imbalances (Ntumva, 2022). The 2010 Kenyan Constitution aims to improve land policy, especially for underprivileged individuals. Resolving the land rights debate is crucial for achieving these objectives, as it is a key fault line in Kenyan politics. Devolution and land reform are expected to foster growth and reduce conflict. The Constitution's land reform plan was partially implemented, causing local complaints and marginalized communities. Devolution and ancestral land rights recognition worsened insecurity, leading to competition for land (van der Meer, 2018). Minorities feel insecure within counties, but national land management power remains, causing tensions and complaints against national institutions. However, it was not clear from the study on how land tenure policies influences educational management.

Conflicting land disputes in the Kerio Valley region of Marakwet East sub-county cause social amenities to be destroyed. This impacts the education system, causing

teachers to leave and communities to relocate, causing short-term and long-term effects and interruptions to children's and young people's education (Noelle, 2019).

2.5 Extent of Proliferation of Arms and Weapons on Education Management

The term "proliferation of arms" refers to the illegal entry of small arms over different municipal, regional, or international borders, posing a direct threat to national security. Both small guns and light weapons are considered small arms under the criteria of the UNDP (United Nations Development Program). Small guns are meant for individual use and may be transported by one person; light weapons, on the other hand, are meant for use by a crew or many people and can be transported by two or more people (Okoli, 2021).

The prevalence of inexpensive firearms may raise the likelihood of violence. Last but not least, there may be a lot of violence, but this may be because individuals make sure they have firearms around in violent civilizations, regardless of the underlying cause. Guns are a result, not the cause, of crime (Hink, Bonne, Levy, Kuhls, Allee, Burke & Stewart, 2019). Small Arms and Light Weapons (SALW) have increased the frequency and severity of assaults on neighboring towns in the area. Bollig, (2018) estimates 40,000 illegal weapons in northern Kenya, with security forces recovering only 10%. Raiders now possess sophisticated weapons, with their history and culture extending to Uganda, Sudan, Ethiopia, and Somalia. Most weapons are passed down or sold again. The study however focused on prevalence of the arms and weapons unlike the current study which is on proliferation of arms and weapons.

The government's failure to seize illegal weapons in pastoral regions has led to a feeling of impunity. Firearms are smuggled into Kenya through land borders or the port of Mombasa. Lax security and porous borders in Kenya's North and North East

have facilitated illegal livestock traffic and small gun spread (Kimokoti, 2022). Cattle raids have increased due to illegally imported small guns, resulting in lethal attacks and a dramatic increase in fatalities. These raids involve armed raiders entering towns at any time, killing innocent individuals and driving away large herds of livestock, decimating entire populations (Gumba, 2019). Due to the limited resources, conflicts between communities are inevitable. Additionally, it is quite simple to obtain small guns in the area, which intensifies the violence. In the North Rift in recent years, there has been a surge in cattle theft and banditry. The overall wellbeing of residents in this area has been severely impacted by this growth.

Elgeyo Marakwet County's Kerio Valley has seen a rise in cattle rustling due to the proliferation of firearms and arms, causing social facilities to be lost. Recently, non-local teachers were killed by cattle rustlers, causing fear among newly posted teachers. This has changed the dynamic and pattern of life among residents, as young males instead band together for cattle rustling and rifle training, hampered the region's educational system (Chelangà, 2019).

2.6 Summary of Literature Review and Gaps

Conflict in ASAL flow through networks that promote education systems in the region and access to natural resources. It can occur due to rejection and can affect the attendances and completion rate of children because it disrupts learning and teaching. (Cilliers, 2018; Martinez (2017); Obiechina, Abraham and Nwogu (2018). Because headteachers have little knowledge in management of conflicts, the conflict caused displacement of teachers, incompleteness of syllabus, impacted negatively on school management and ineffective curriculum delivery. Therefore, teachers and headteachers should make pupils settle in school through counselling (Kaliakamur,

Thiguri and Chui (2018); Adhiambo (2020); Kangeter, 2016; Kipkoech and Limo (2017). Despite of this, the current study also examines the effect of prevalence of pastoral conflict on educational management in Kerio valley region of Marakwet East sub-county. Marriage institutions, cultural practices, political agendas, resource competition have been known to fuel conflict among the pastoral communities (Noelle, 2019; Noelle, 2020). This conflict cause the displacements leading to; large congregations of household in restricted regions, worse education performance, deterioration of the development of marketing systems and affect Education for children in short and long term. (Omoeva *et al.*, (2018); Ndambuki, 2016; Chelenga, 2019). The current study also examines the effect of socio-political and economic marginalization on Education Management in Kerio valley region of Marakwet East sub-county, Elgeyo Markwet County.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

The research approach that was employed to complete the study is covered in this chapter. It comprises the research design, the study area, the target audience, the sampling methods and sample size, the research instruments, the data collecting processes, the data analysis methodologies, the validity and reliability, and the ethical considerations.

3.2 Research Paradigm

A research paradigm is a set of beliefs, assumptions, and values that guide the way to conduct research (Kivunja & Kuyini, 2017). It is the philosophical framework that underlies the research methods and determines how to interpret the findings. In carrying a study on Dynamics of Pastoral Conflicts on Education Management in Primary Schools in Kerio Valley Region the researcher adopted a pragmatic paradigm approach because it allowed to combine qualitative and quantitative methods at various points in the research process.

The qualitative method used in the study was interviews. This method allowed the researcher to get a deep understanding of the experiences of the people involved in the conflict, as well as the perspectives of different stakeholders. The quantitative methods used in the study was questionnaires. This method allowed the researcher to quantify the extent of the conflict and its impact on education management.

The pragmatic paradigm approach is a valuable approach for research as it allows researcher to combine different methods and perspectives in order to get a comprehensive understanding of the issue (Antwi & Hamza, 2015). This is especially

important when the issue is multifaceted and there are a variety of stakeholders involved. In the case of the study on pastoral conflicts in Kerio Valley Region, the pragmatic paradigm approach allowed the researchers to get a deep understanding of the conflict and its impact on education management. This understanding is essential for developing effective strategies for addressing the conflict and its impact on education.

3.3 Research Design

The researcher used a descriptive research survey design to gather information from head teachers, teachers, and households, using a descriptive survey design for in-depth qualitative and quantitative data collection.

This study utilized both quantitative and qualitative research methods. Qualitative research focused on understanding the "why" of subjects, such as head teachers and their attitudes, values, and lifestyles. Quantitative research involved systematically questioning participants, generating objective data and statistics. Conducting surveys of a reasonable size and ensuring a representative sample of the target population was crucial for accurate statistical data.

3.4 Study Area

A research site, according to Creswell (2011), is the precise location of a study. The study was confined to Tunyo, Chesongoch, and Tot Divisions in the Kerio Valley area of the Marakwet East sub-county, Elgeyo Marakwet County.

3.5 Target Population

A population is a group of things, people, or objects that happen to share certain traits (Kombo & Tromp, 2006). The actual group of people to which a researcher wants to apply the study's findings is known as the target population.

From the greater population, samples were obtained. The target population included head teachers, teachers and households. Tunyo has 11 schools, Chesongoch has 10 schools of interest, and Tot has 9 schools. The research included 420 respondents as its target population, including 30 headteachers and 190 teachers as presented in Table 3.1.

Table 3.1 Target Population

Division	Head teachers	Teachers	Households heads	Total
Tunyo	11	70	73	154
Chesongoch	10	63	67	140
Tot	9	57	60	126
Total	30	190	200	420

3.6 Sample Size and Sampling Procedures

The method a researcher uses to collect things, persons, or locations for a study is known as sampling. It involves selecting individuals or things from a population so that the selected group has aspects that are typical of the traits present in the overall group (Sim, Saunders, Waterfield & Kingstone, 2018). To conduct a survey, a sample set was chosen from a larger population. According to Bujang, Sa'at, Bakar and Joo (2018) a desirable sample size is between 10% and 30% of the overall population. The sample size for workers was calculated using Yamane's (1973) sample size calculation at 95% confidence level, $p = 0.05$ as illustrated:

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

Where;

n = the sample size; N = the population size; e = the acceptance sampling error

$$= 420/1 + 420(.05)^2 = 205 \text{ employees}$$

From the target population of 420 respondents, a sample size of 205(48.8%) respondents was selected as represented in the Table 3.2:

Table 3.2: Sample size

Division	Sch ools	Sample schools	Hea d teac hers	Sampled headteac hers	Tea cher s	Sample d teachers	Hous ehold s	Sampled househol ds
Tunyo	11	6	11	6	70	34	73	36
Chesong och	10	5	10	5	63	31	67	32
Tot	9	5	9	5	57	28	60	29
Total	30	15	30	15	190	93	200	97

The study used a variety of sampling methods. The respondents were divided into groups according to categories, with each group constituting a stratum, using the stratified sampling approach. According to Saunders, Lewis, and Thornhill (2017), stratified sample approach allowed for a better comparison across the strata. It was suitable to use stratified random sampling since it allowed the researcher to accurately represent both the population as a whole and important subgroups within it. Simple random selection was used to choose responders from each strata after stratification. To select 15 head teachers and 93 teachers, the researcher used simple random selection. Stratified random selection was utilized to equitably select 205 respondents for the study, giving each participant an equal chance of marginalization.

3.7 Research Instruments

Both primary and secondary data were employed in the investigation. Primary data was gathered from the families via interviews and from the head teachers and teachers via standardized questionnaires. The questionnaire and interview schedules were used as study tools.

Teachers and head teachers completed the surveys. It offered the greatest sense of anonymity and the least potential for prejudice. All of the scales were created earlier in the literature and used as-is or with modifications to suit the needs of the study. A 5-point Likert scale was used to measure the variables, with 1 denoting "strongly disagree" or "very dissatisfied" and 5 denoting "strongly agree" or "very satisfied."

Respondents ranked assertions based on their agreement or disagreement with each in a questionnaire covering demographics, prevalence, socioeconomic marginalization, land tenure policies, arms proliferation, and education management statements. The questionnaire is a research tool with questions and prompts to collect data from respondents. Questionnaires are easier to administer and time and resource efficient due to predefined responses. Structured interviews allow researchers to ask questions about answers, while an interview guide ensures consistent tallying and questioning. These methods make data collection and analysis more straightforward.

3.8 Instrument Validity and Reliability

The researcher conducted a preliminary survey with respondents in Chesuman and Arror locations in Marakwet West to familiarize themselves with the study location. The pilot research aimed to improve the questionnaire, identify gaps, and anticipate logistical issues during the survey. The designated pilot unit was given surveys to familiarize themselves with questionnaire administration and determine the validity and reliability of the instruments.

3.8.1 Validity

According to Babin, Carr, and Griffin (2010), the degree to which a concept measures what it is intended to assess is known as validity. Construct validity, content validity, face validity, and criterion-related validity are some methods for validating study

results. As a consequence, the survey instrument findings were validated using construct validity and content validity. According to Heile and Twycross (2015), content validity refers to how well the research tool caught each component of the constructs to be examined. It also looked at how well the products fit the bill for gauging the structures.

The researcher utilized expert judgment to enhance an instrument's content validity. They sought advice from professors at the University of Eldoret School of Education to ensure a representative range of topics in the questionnaire. Construct validity measures the effectiveness of a research tool in measuring its intended content (Heale & Twycross, 2015). In other words, it assesses how statistically significant the items are when used to evaluate a concept. The statistical evaluations used in this study allowed for the establishment of this type of validity. The absence of construct validity resulted from any discrepancies between measurements and theoretical predictions, which meant that the data did not correctly reflect or represent the notion being studied.

3.8.2 Reliability

According to Heale and Twycross (2015), reliability refers to the statistical consistency of a measure of a certain concept. Testing for reliability aims to determine the extent to which data gathering methods, such as surveys, questionnaires, and analytic procedures, produce reliable results (Saunders *et al.*, 2016). The Cronbach's Alpha coefficient was used to determine internal consistency among survey items in order to assess the reliability of instrument results. Thus, internal consistency supports the requirement that test items be connected to one another.

A pilot study evaluated the clarity and reliability of questionnaire items, adjusting insufficient or ambiguous items. Data was entered into a social science statistical tool, and reliability analysis using Cronbach's Alpha Coefficient was performed. For each item in Table 3.3, the Cronbach's Alpha Coefficient was calculated to assess the validity of the study instrument.

Table 3.3 Summary of reliability test results

Constructs	Cronbach's Alpha	Number of Items
Prevalence	.705	6
Marginalization	.812	6
Land tenure policies	.791	6
Proliferation of Arms and weapons	.671	6
Education management	.822	8
Overall	.801	32

Cronbach's alpha for the prevalence variable was 0.705, marginalization was 0.812, land tenure regulations were 0.791, proliferation of arms was 0.671, and staff commitment to education management was 0.822. From the 32 statements employed, the research variables showed an overall Cronbach's Alpha coefficient of 0.801. The findings showed that all the variables taken into consideration had Cronbach's alpha coefficients above 0.7. According to the coefficient, all of the measurement scales employed in the questionnaire's assertions were accurate, meeting the desired reliability standard of over 0.7 (Hair, Black, Babin, Anderson, 2009). This suggested that the scales were very internally consistent in terms of the measurement items.

3.9 Data Collection Procedures

The researcher obtained permission from the University of Eldoret's Department of Educational Administration and Planning, obtained approval from the National Commission for Science, Technology and Innovation (NACOSTI), and obtained

approval from Elgeyo Marakwet County's County Commissioner. The researcher collected data from sampling homes and schools, conducted surveys, questioned households, and recorded conversations. The gathered information was then edited for analysis.

3.10 Data Analysis Techniques

Together with the closed-ended questions, the data was compiled and coded. Before data analysis, any outliers were found by doing frequency runs and logical checks on the data to improve its correctness and consistency. Descriptive statistics like frequencies, percentages, means, and standard deviations, as well as inferential statistics like correlation analysis and multiple regression, were used to examine the data. According to the aims, thematic analysis was utilized to analyze the qualitative data.

The following multiple regression models were used to assess the effect of the independent factors on the dependent variable as reflected by the null hypotheses H_{01} , H_{02} , H_{03} , and H_{04} :

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + e \dots\dots\dots\text{Model 1}$$

Where

Y=Education management

X_1 = Prevalence,

X_2 = Marginalization,

X_3 = Land tenure policies

X_4 =Proliferation of Arms and weapons,

β_0 : Constant

$\beta_1 - \beta_4$: Regression coefficients

e: Error term

Table 3.4 Data Analysis Table

Objectives	Descriptive statistics	Inferential statistics	Qualitative data
To establish the prevalence of pastoral conflicts and its effect on Education Management in public primary schools in Kerio Valley region of Marakwet East sub-county, Elgeyo Marakwet County.	Frequencies, percentages, means and standard deviations	Correlation and multiple regression	Thematic analysis
To determine the effect of socio-political and economic marginalization on education management in Kerio Valley region of Marakwet East-sub county, Elgeyo Marakwet County.	Frequencies, percentages, means and standard deviations	Correlation and multiple regression	Thematic analysis
To investigate land tenure policies and its effect on Education Management in public primary schools in Kerio Valley region of Marakwet East sub-county, Elgeyo Marakwet County.	Frequencies, percentages, means and standard deviations	Correlation and multiple regression	Thematic analysis
To investigate extent of proliferation of arms and weapons and its effect on Education Management in public primary schools in Kerio Valley region of Marakwet East sub-county, Elgeyo Marakwet County.	Frequencies, percentages, means and standard deviations	Correlation and multiple regression	Thematic analysis

3.11 Ethical Considerations

The study on pastoral conflicts reveals emotional trauma and suffering to affected individuals, focusing on prevalence, social-political, economic marginalization, land tenure policies, and arms proliferation. Respondents were assured of privacy, informed of the study's objective, and provided assurances of secrecy and anonymity.

Before beginning the study, the researcher obtained approval from the Elgeyo Marakwet County Commissioner and the National Council of Science, Technology, and Innovation (NACOSTI) through an introduction letter from the University of Eldoret.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter discusses the impact of pastoral disputes on educational management in the Kerio Valley region through data analysis, presentation, and interpretation. It employs descriptive and inferential statistics, including response rate, demographic details, descriptive analysis, correlation analysis, and multiple regression analysis. Results include demographics, independent and dependent variables, Pearson Product Moment Correlation Coefficient, and multiple regression.

4.1.1 Response Rate

Teachers and school heads from chosen schools in the Kerio Valley area of Marakwet East sub County, Elgeyo Marakwet County, provided the information. A total of 108 questionnaires were distributed, and 107 of them were completed and returned, representing a 99% response rate. However, out of the 97 interviews that were targeted, 70 were actually done, yielding a 72.16% success rate. Overall the response rate was 86.34% as presented in Table 4.1

Table 4.1: Response Rate

Respondents	Sample size	Returned	Not returned	Response rate
Head teachers	15	15	00	100%
Teachers	93	92	1	98.9%
Households	97	70	27	72.16%
TOTAL	205	177	28	86.34%

Since Nyamjom (2013) contends that a response rate of 75% is excellent and reflective of the community, the study's response rate fell within the range that is generally considered to be acceptable. The actual response rate, which was 86.34%, exceeded 75%. The high response rate was ascribed to the researcher's use of self-administered questionnaires, of which the targeted respondents were informed in advance of the data collecting date. The high response rate of 86.34% was increased by making follow-up calls to explain any remaining issues.

4.2 Demographic Characteristics

The purpose of the study was to ascertain the gender, age, and teaching experience of the respondents who took part in it in the Kerio Valley area of Marakwet East Sub county. Majority of the study participants 73(68%) were of male gender, with female making 34(32 %) of the sample as summarized in Figure 4.1.

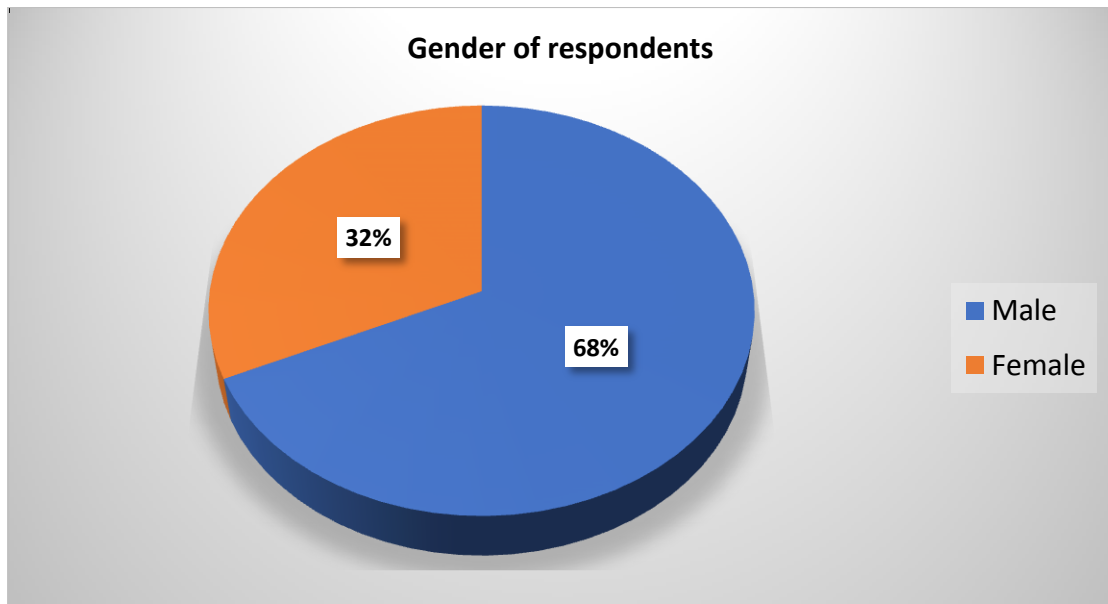


Figure 4.1: Gender of the Respondents

This suggests that there was a gender gap in the number of teachers employed in the Kerio Valley region and that the majority of the female teachers fled the area due to the tension and animosity present there (Jerono, 2021). This may be attributed to the gender stereotype that is rampant in Kerio Valley region. This disagrees with Chelangà (2019) that the young boys who are supposed to be schooling are regrouped into gun training and later cattle rustling and this has hindered education sector in the region.

With regard to age, majority of the respondents 59(55.1%) were in the age bracket of 31 and 45 years, with 34.6% aged between 18 and 30 years while 8.4% aged between 46 and 60 years and 1.9% were aged above 60 years. The findings imply that most respondents were aged above 31 years and had enough knowledge on dynamics of pastoral conflicts on education management in Kerio Valley region.

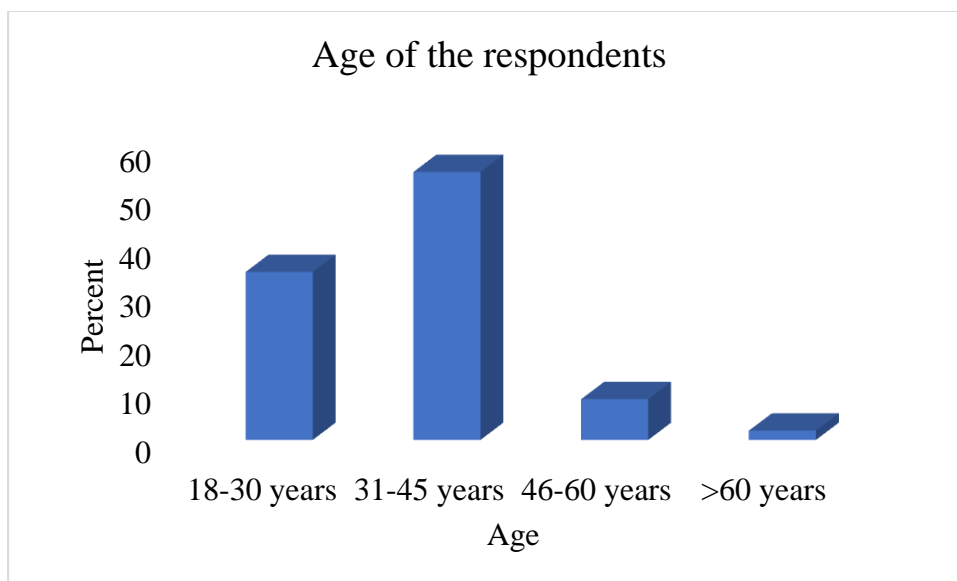


Figure 4.2: Age of the Respondents

The purpose of the study was to determine the teaching experience in the Kerio Valley area. This was crucial in understanding the differences in respondents' experiences, which are compiled in Table 4.2.

Table 1.2: Teaching Experience

Category	Frequency	Percent
<5 years	43	40.2
6-10 years	44	41.1
11-15 years	11	10.3
16-20 years	7	6.5
>20 years	2	1.9
Total	107	100.0

According to the results, 40.2% of the respondents had less than five years of work experience. The research revealed that the majority of teachers in the Kerio Valley region had fewer than ten years of experience and were well-positioned to provide information on the dynamics of pastoral disputes and how they affected administration of the educational system.

The purpose of the study was to determine how long the teachers had resided in the Kerio Valley area. This was important in explaining how long they have taught and their responses are summarized in Table 4.3.

Table 4.3: Stayed in Kerio Valley region

Category	Frequency	Percent
< a year	14	13.1
1-2 years	20	18.7
3-4 years	32	29.9
5-6 years	19	17.8
>7 years	22	20.6
Total	107	100.0

In terms of how long teachers have been teaching in the Kerio Valley region, the results showed that 29.9% of respondents had taught for between 3 and 4 years, 20.6% had taught for more than 7 years, 18.7% had 1 to 2 years of experience, 17.8% had between 5 and 6 years, and the least 13.1% had taught for less than one year. The research revealed that the majority of teachers in the Kerio Valley region had been in the classroom for more than three years and could provide pertinent information on the dynamics of pastoral disputes in relation to the administration of education.

4.3 Prevalence of Pastoral Conflict and its effect on Education Management

The first objective was to determine the prevalence of pastoral disputes and how they affected the management of education in public primary schools in the Kerio Valley area of Marakwet East sub-county, Elgeyo Marakwet County. The quantitative data gathered from the surveys was described in a relevant way using descriptive statistics. A 5-point Likert scale with the following categories was used to collect the responses: 1-strongly disagree, 2-disagree, 3-moderately agree, 4-agree, and 5-strongly agree. Analysis of the answer mean scores was done on a continuous scale, where 1.5

denotes strongly disagree, 1.5-2.5 denotes moderate disagreement, 2.5-3.5 denotes agreement, 3.5-4.5 denotes agreement, and >4.5 denotes highly agree.

4.3.1 Prevalence of Pastoral Conflict

As indicated in table 4.4, a total of 6 statements were used to gauge the frequency of pastoral conflict. Responses were solicited on a 5-point Likert scale.

Table 4.4: Prevalence of Pastoral Conflict in Kerio Valley Region

	Never		Low		Moderate		High		Very high		Mean	SD
	F	%	F	%	F	%	F	%	F	%		
Displacement of families led to low school turn out.	81	75.7	19	17.8	3	2.8	1	.9	3	2.8	1.37	0.83
Conflict instilled fear and hostility encouraging transfer of non-residential teachers and head teachers.	77	72.0	23	21.5	4	3.7			3	2.8	1.40	0.81
Sexual violence caused by raiders affects pupils security in schools	21	19.6	9	8.4	21	19.6	33	30.8	23	21.5	3.26	1.41
Pastoral conflicts caused injury and death to some teachers and pupils.	68	63.6	26	24.3	8	7.5	2	1.9	3	2.8	1.56	0.92
Guns and gunshots within the school instill fear to learners and teachers.	87	81.3	16	15.0			1	.9	3	2.8	1.29	0.78
Loss of livelihood made parents/guardians unable to support school program.	85	79.4	14	13.1	5	4.7			3	2.8	1.34	0.81
Mean											1.70	0.71

On the statement that displacement of families led to low school turn out, majority of the respondents 75.7% never saw pastoral conflicts cause displacement of families leading to low school turn out with 17.8% low and 3.7% high as indicated by a mean of ($M=1.37$; $SD=0.83$). Most of the respondents 72% never saw pastoral conflicts instill fear and hostility encouraging transfer of non-residential teachers and head teachers, with 21.5% low prevalence and 2.8% high prevalence ($M=1.40$; $SD=0.81$). From the above statements on prevalence of pastoral conflict and its effect on education management, one of the household heads stated that;

“.....we have gotten used to the conflict and only non-residential teachers seek for transfers.”

Another household head stated that;

“.....Most of the teachers are from this community and seeking for transfers means they will compromise the education of their brothers and sisters.”

From the study, 52.3% of the respondents agreed that high sexual violence caused by raiders affects pupil's security in schools with 19.6% never and 8.4% to be moderate ($M=3.26$; $SD=1.41$).

Also, 63.6% of those polled said they had never witnessed pastoral disputes that resulted in harm or death to some teachers or students; 24.3% said they had, while 7.5% said they had ($M=1.56$; $SD=0.92$). Most of the respondents 81.3% never saw guns and gunshots within the school instill fear to learners and teachers, with 15% low prevalence and 3.7% to be high as indicated by ($M=1.29$; $SD=0.78$). Majority of the respondents 79.4% never experienced loss of livelihood that has made

parents/guardians unable to support school program, with 13.1% low and 2.8% high prevalence of pastoral conflicts ($M=1.34$; $SD=0.81$).

According to the study's findings, the six statements that were used to describe the frequency of pastoral conflict in the Kerio Valley region had answers with an overall mean of 1.70 and a standard deviation of 0.71. This demonstrates that the majority of responders didn't agree with the assertion that pastoral conflict was common in the Kerio Valley region.

The results indicated that the displacement of families have not led to low school turn out, and pastoral conflicts have not instilled fear and hostility, encouraging transfer of non-residential teachers and head teachers. The security of students is impacted by sexual assault committed by raiders, and pastoral confrontations have occasionally resulted in fatal injuries and fatalities among certain teachers and students. This is in accordance with Kenya May 2022, the Star. No students or teachers have ever been threatened by weapons or gunfire within the school, and the lack of income has prevented parents and guardians from supporting the educational initiatives. This means that when students and teachers are threatened they will have fear of going to school and will affect learning.

The household heads were questioned on the frequency of ethnic clashes in their local communities. One of the household heads who indicated that ethnic conflict happened regularly stated that:

“...it occurs during times of drought resulting in loss (death) of parents of students and displacement of families to internally displaced camps.”

This demonstrated that ethnic disputes frequently occurred during the dry season when grass, the primary source of sustenance for cattle, was insufficient, causing pastoral groups to shift and hunt for water and pasture for their animals, which inevitably resulted in conflict.

Infrequent ethnic strife, according to one of the family leaders:

“....at least once every year, families are usually forced to migrate to other safer areas during conflicts and move with their school going children.”

This demonstrated how large-scale family relocation to safer places was linked to ethnic hostilities. This meant that even school-age children had to relocate from their homes to other places, which had an impact on their academic progress and occasionally resulted in an end to it.

Another household head stated that:

“....Conflicts happen severally leading to loss of lives and livestock theft.”

Cattle raiding was one way that ethnic conflict expressed itself in the study region, and those most impacted or murdered during the attacks were herders and people who tried to recover their stolen animals.

4.3.2 Education Management

The purpose of the study was to evaluate respondents' opinions on how education is managed in the Kerio Valley area. Table 4.5 displays the responses to the 8 statements used to evaluate school management on a 5-point Likert scale.

Table 4.5: Education Management

	SD		D		UD		A		SA		MeanSD	
	F	%	F	%	F	%	F	%	F	%		
Access to education has been hindered by the disruptions caused by pastoral conflicts.	74	69.2	23	21.5	4	3.7	6	5.6			1.51	1.00
Schools have been closed, destroyed, or abandoned due to the conflict, denying children the opportunity to learn	20	18.7	9	8.4	21	19.6	33	30.8	24	22.4	3.30	1.40
In areas where schools are still operational, learning has been disrupted by pastoral conflict.			2	1.9	2	1.9	12	11.2	91	85.0	4.79	0.56
Students have been unable to concentrate due to the insecurity caused by the conflict	10	9.3	14	13.1	5	4.7	19	17.8	59	55.1	3.96	1.41
The loss of education infrastructure and teaching resources due to the conflict has degraded the quality of education.	27	25.2	26	24.3	7	6.5	13	12.1	34	31.8	3.01	1.63
The conflict has led to a breakdown in governance structures, to oversee education	71	66.4	25	23.4			2	1.9	9	8.4	1.63	1.17
The displacement of families and destruction of infrastructure has made it difficult to plan for and deliver education effectively.	64	59.8	26	24.3	5	4.7	2	1.9	10	9.3	1.77	1.23
The conflict has led to a shortage of teachers, making it difficult to ensure quality education.	40	37.4	27	25.2	12	11.2	12	11.2	16	15.0	2.41	1.46
Mean											2.80	0.76

On the statement that access to education has been hindered by the disruptions caused by pastoral conflicts majority of the respondents 90.7% disagreed, with 3.7% undecided and 5.6% agreed as indicated by a mean of ($M=1.51$; $SD=1.00$). Most of the respondents 53.2% agreed that Schools have been closed, destroyed, or abandoned due to the conflict, denying children the opportunity to learn, 27.1% disagreed and 19.6% undecided ($M=3.30$; $SD=1.40$). Majority of the respondents 96.2% agreed that areas where schools are still operational, learning has been disrupted by pastoral conflict, with 1.9% disagreed and undecided ($M=4.79$; $SD=0.56$).

Most of the respondents 72.9% agreed that students have been unable to concentrate due to the insecurity caused by the conflict, with 22.4% disagreed and 4.7% undecided as indicated by ($M=3.96$; $SD=1.41$). Majority of the respondents 49.5% disagreed that loss of education infrastructure and teaching resources due to the conflict has degraded the quality of education, with 6.5% undecided and 43.9% agreed ($M=3.01$; $SD=1.63$).

On the statement that the conflict has led to a breakdown in governance structures, to oversee education most of the respondents 89.8% disagreed, with 10.3% agreed and 1.9% were undecided ($M=1.63$; $SD=1.17$). Most of the respondents 84.1% disagreed that displacement of families and destruction of infrastructure has made it difficult to plan for and deliver education effectively, with 4.7% undecided and 11.2% agreed ($M=1.77$; $SD=1.23$). Majority of the respondents 62.6% disagreed that conflict has led to a shortage of teachers, making it difficult to ensure quality education, with 11.2% undecided and 26.2% agreed ($M=2.41$; $SD=1.46$).

The 8 assertions used to explain the administration of education in the Kerio Valley region had an overall mean of 2.80 and a standard deviation of 0.76, according to the

study's findings. Most respondents were uncertain about managing schooling in Kerio Valley due to pastoral conflict. Education management showed that disruptions did not hinder access, but some schools were closed, destroyed, or abandoned, denying children the opportunity to learn. This agrees with Kenya Gazette 2022 that, schools in Kerio Valley were closed and some have been destroyed due to insecurity. However, in areas where schools are still operational, learning has been disrupted by pastoral conflict. This agrees with Obiechina, Abraham and Nwogu (2018) that insecurity disrupted learning and teaching as well as other school activities.

The students have been unable to concentrate due to the insecurity caused by the conflict. This agrees with Kangethe (2016) that, teachers have been unable to deliver the curriculum effectively and students have been unable to concentrate due to the insecurity caused by the conflict. There have been some loss of education infrastructure and teaching resources due to the conflict has degraded the quality of education. The conflict has led to a breakdown in governance structures, to oversee education. This agrees with Nyamwaya (2017) that, pastoral conflict has led to a breakdown in governance structure. The displacement of families and destruction of infrastructure has made it difficult to plan for and deliver education effectively and conflict has not led to a shortage of teachers, hindering quality education.

Pastoral conflict leads to the death of learners, teachers, and non-teaching staff, lowering performance and affecting integration between teachers, community, and pupils. This instills fear, lowering morale, and hinders learning activities, resulting in poor performance among learners and increased absenteeism. Additionally, pastoral conflict increases the number of students dropping out of school.

4.3.3 Correlation between prevalence of conflict and education management

According to Table 4.6, there was a highly significant and positive link between prevalence and education management ($r= 0.620$, $p =0.000$).

Table 4.6: Correlation between prevalence of conflict and education management

		Education Management	Prevalence
Education Management	Pearson Correlation	1	.620**
	Sig. (2-tailed)		.000
Prevalence	Pearson Correlation	.620**	1
	Sig. (2-tailed)	.000	

** . Correlation is significant at the 0.01 level (2-tailed).

b. Listwise N=107

This implies that prevalence of conflict positively influenced the education management.

4.3.4 Regression analysis on prevalence of conflict and education management

Regression analysis evaluates the link between independent variables and a dependent variable, with simple regression involving one variable influencing the dependent variable's behavior. To test the research hypotheses, the study used linear regression analysis. Reject H_0 if $p < 0.05$ or do not reject if otherwise was the decision rule for testing this hypothesis.

An investigation of the impact of conflict prevalence on educational administration using a linear regression model. The amount of variation in educational management that prevalence of conflict accounted for was measured by the R^2 . $R^2 = 0.384$ from the model reveals that conflict prevalence accounted for 38.4% of variation in educational management. The heterogeneity in education management was reflected by the prevalence of conflict predictor employed in the model, as shown in Table 4.7.

Table 4.7: Model Summary on prevalence of conflict and Education management

Model	R	R Square	Adjusted R Square	R	Std. Error of the Estimate
1	.620 ^a	.384	.379		.60085

a. Predictors: (Constant), Prevalence

The adjusted R square of 0.379 depicts that the prevalence of conflict explained the variation in education management by 17.2%.

4.3.5 Analysis of Variance on prevalence of conflict and Education management

The study used Analysis of variance to check whether the model could forecast the result better than the mean, as seen in Table 4.8.

Table 4.8: Prevalence of conflict and Education management Analysis of Variance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	23.675	1	23.675	65.578	.000 ^b
	Residual	37.907	105	.361		
	Total	61.583	106			

a. Dependent Variable: Education Management

b. Predictors: (Constant), Prevalence

The regression model that used prevalence of conflict as a predictor was important (F=65.578, p value =0.000), indicating that prevalence of conflict has a substantial impact on education management

4.3.6 Prevalence of conflict and Education Management Coefficients

Additionally, in order to evaluate the hypothesis being investigated, the study developed coefficients (Table 4.9).

Table 4.9: Prevalence of conflict and Education management Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.663	.152		10.967	.000
	Prevalence	.666	.082	.620	8.098	.000

The β -value for prevalence of conflict had a positive coefficient, depicting positive influence on education management as summarized in the model as:

$$Y = 1.663 + 0.666X_1 + \varepsilon \dots\dots\dots \text{Equation 4.1}$$

Where: Y = Education management, X = prevalence of conflict, ε = error term.

a. Dependent Variable: Education Management

The study's initial hypothesis was that there is no discernible connection between the occurrence of conflict and educational administration. According to the findings, the frequency of conflict had a big impact on how schooling was managed ($\beta=0.666$ and $p =0.000$). Therefore, an increase in prevalence of conflict led to an increase in education management. The study therefore rejected the null hypothesis (**H₀₁**). The findings showed that a rise in prevalence of conflict led to an increase in education management approaches.

4.4 The effects of Socio-Political and Economic Marginalization on Education Management

The second objective was to determine the effect of socio-political and economic marginalization on education management in Kerio Valley region of Marakwet East-Sub County, Elgeyo Marakwet County.

4.4.1 Social-Political and Economic Marginalization

A total of 6 statements were used to determine the Social-Political and Economic Marginalization as shown in Table 4.10.

Table 4.10: Social-Political and Economic Marginalization in Kerio Valley Region

	SD		D		UD		A		SA		Mean	SD
	F	%	F	%	F	%	F	%	F	%		
Pastoral conflicts cause fear, hostility and instability in school.	89	83.2	15	14.0	1	.9			2	1.9	1.23	0.65
Non-residential teachers seek for transfer as a result of pastoral conflict.	80	74.8	22	20.6	3	2.8			2	1.9	1.34	0.71
School Head teacher walk some kilometers to tarmac road for him/her to travel to nearest Centre.	48	44.9	39	36.4	6	5.6	11	10.3	3	2.8	1.90	1.08
Pastoral conflict causes loss of property and lives of head teachers and teachers.	72	67.3	28	26.2	3	2.8	1	.9	3	2.8	1.46	0.84
Pastoral conflicts cause geo-political displacement of families.	68	63.6	28	26.2	5	4.7	2	1.9	4	3.7	1.56	0.95
There is arbitration of pastoral conflicts by council of elders and political leaders.	41	38.3	31	29.0	12	11.2	12	11.2	11	10.3	2.26	1.35
Mean											1.62	0.67

On the statement that pastoral conflicts cause fear, hostility and instability in school majority of the respondents 97.2% disagreed, with 0.9% undecided and 1.9% agreed as indicated by a mean of ($M=1.23$; $SD=0.65$). One of the households stated that;

“most of the primary schools are fenced hence pastoralists cannot easily access the school compounds”

Most of the respondents 95.4% disagreed that Non-residential teachers seek for transfer as a result of pastoral conflict, with 1.9% agreed and 2.8% undecided ($M=1.34$; $SD=0.71$). Most of the respondents 81.3% disagreed that a school Head teacher walks some kilometers to the tarmac road for him/her to travel to nearest Centre, with 13.1% agreed and 5.6% undecided as indicated by ($M=1.90$; $SD=1.08$). On the statement that head teachers walks some kilometers to the tarmac road, one of the households stated that;

“.....most head teachers own motorcycles which is the common means of transport since our roads are not fully passable.”

Majority of the respondents 93.5% disagreed that Pastoral conflict causes loss of property and lives of head teachers and teachers, with 2.8% undecided and 3.7% agreed ($M=1.46$; $SD=0.84$). Most of the respondents 89.8% disagreed that pastoral conflicts cause geo-political displacement of families, with 5.6% agreed and 4.7% undecided as indicated by ($M=1.56$; $SD=0.95$). Majority of the respondents 67.3% disagreed that there was arbitration of pastoral conflicts by council of elders and political leaders, with 11.2% undecided and 21.5% agreed ($M=2.26$; $SD=1.35$).

From the findings of the study, it was evident that responses to the 6 statements used to explain the Social-Political and Economic Marginalization in Kerio Valley region

had an overall mean of 1.62 and a standard deviation of 0.67. This shows that majority of the respondents disagreed on the statements of Social-Political and Economic Marginalization in Kerio Valley region.

The study found no pastoral conflicts causing fear, hostility, or instability in schools in the Kerio Valley region. Non-residential teachers did not seek transfers due to conflicts, and head teachers did not walk long distances to reach the nearest center. Pastoral conflicts sometimes resulted in property loss, loss of lives, and displacement of families. There was no arbitration by elders and political leaders for these conflicts.

The drastic change has been attributed to increased politicization, militarization, commercialization, and changes in social, cultural, and economic dynamics, which is in agreement with Gumba (2020), Harder (2020), and Ndambuki (2016). The practice of cattle rustling has gotten worse over the past few decades, and there have been more deaths among cattle rustlers, security personnel, and the affected populations. Raids on cattle are no longer a cultural custom; instead, they are an instance of organized crime carried out by global criminal organizations.

This supports Gumba's (2020) assertion that, historically, cattle rustling among pastoral communities served as a means of balancing community wealth and power. However, as a result of commercialization brought about by crime and capitalism, this practice has become a serious economic threat and has resulted in numerous fatalities among rural communities and security forces in Kenya and South Sudan. As a rite of passage for young men, a way to pay dowry, and a sign of prestige, the cultural practice of cattle raiding is significant (Noelle, 2019). Gakuria (2013) contends that marriage institutions also played a role in the conflict in pastoral life.

One household head stated that the prevalence of pastoral conflict was high:

...frequently, parents are displaced hence loss of income since animals are stolen and houses burnt.”

Ethnic conflicts led to house destruction and livestock theft, causing households to leave their homes and land, causing migration to safer regions.

The interview revealed a mutual relationship between the community and the school, with the community providing security and the school providing grazing fields and water. However, some household heads argue that the school compound is fenced, and pastoralists forcefully graze animals, leading to pastoral conflicts. The community and school work together to ensure a safe environment for pupils.

Area chiefs facilitate peace talks, create awareness on rustling, and organize public Barrazas to address school stability. They mobilize the community, provide infrastructure, and raise awareness about war effects. They conduct public Barrazas against weapons intrusion and organize public Barazas to address stability. Administration and political leaders financially support affected schools and select peace ambassadors.

The interview indicated that the political leaders fence the school restricting people who trespass. They urge the government to provide police personnel who will guard every institution.

4.4.2 Correlation between marginalization and education management

To ascertain the connection between two variables, a correlation study was performed. Results of the study's correlations (Table 4.11)

Table 4.11: Correlation between marginalization and education management

		Education Management	Marginalization
Education	Pearson Correlation	1	.405**
Management	Sig. (2-tailed)		.000
Marginalization	Pearson Correlation	.405**	1
	Sig. (2-tailed)	.000	

** . Correlation is significant at the 0.01 level (2-tailed).

b. Listwise N=107

Table 4.11 showed that there was a significant positive and average relationship between marginalization and education management ($r = 0.405$, $p = 0.000$). This implies that marginalization management positively influenced the education management.

4.4.3 Regression analysis on marginalization on education management

The study investigated how marginalization affected education management using a linear regression model. The amount of variation in educational administration that marginalization accounted for was reflected by the R^2 . According to the model, marginalization accounts for 16.4% of the variation in education management ($R^2 = 0.164$). As indicated in Table 4.12, the marginalization predictor employed in the model successfully captured the heterogeneity in the education management.

Table 4.12: Marginalization Model Summary

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	.405 ^a	.164	.156		.70015

a. Predictors: (Constant), Marginalization

As shown in Table 4.13, the study employed analysis of variance to see if the model could predict the outcome more accurately than the mean.

Table 4.13: ANOVA on marginalization and Education management

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	10.111	1	10.111	20.626	.000 ^b
	Residual	51.472	105	.490		
	Total	61.583	106			

a. Dependent Variable: Education Management

b. Predictors: (Constant), Marginalization

The regression model that used marginalization as an indicator was significant (F=20.63, p value =0.000), indicating that marginalization has a significant impact on Education management. Table 4.14 provides the estimates of the β -value as well as the predictor's contribution to the model.

Table 4.14: Marginalization and Education Management Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.054	.177		11.582	.000
	Marginalization	.458	.101	.405	4.542	.000

a. Dependent Variable: Education Management

The β -value for marginalization had a positive coefficient, depicting positive relationship with education management as summarized in the model as:

$$Y = 2.054 + 0.458X_1 + \epsilon \dots\dots\dots \text{Equation 4.2}$$

Where: Y = Education management, X = marginalization, ε = error term.

The study had hypothesized that there is no significant influence of marginalization on education management. There was a positive significant influence of marginalization ($\beta=0.458$ and $p=0.000$) on education management. Following this, it shows that an increase in marginalization leads to an increase in education management approaches. The null hypothesis (**H₀₂**) was rejected. Marginalization had a significant influence on education management.

4.5 Land Tenure Policies and its Effect on Education Management

Investigating land tenure rules and their impact on education management in public primary schools in the Kerio Valley area of Marakwet East sub-county, Elgeyo Marakwet County, was the third aim.

4.5.1 Land Tenure Policies

Land Tenure Policies were determined using a total of 6 items, and Table 4.15 presents the responses obtained on a 5-point Likert scale.

Table 4.15: Land Tenure Policies in Kerio Valley Region

	SD		D	UD		A		SA		Mean		SD		
	F	%	F	%	F	%	F	%	F	%	F	%	F	%
There are land disputes between groups or communities in your area and the school.	28	26.2	47	43.9	8	7.5	1	.9	23	21.5	2.48	1.45		
There are boundary disputes among pastoral communities and school.	27	25.2	30	28.0	7	6.5	12	11.2	31	29.0	2.91	1.61		
Pastoralists compete for grazing fields including school land	30	28.0	27	25.2	7	6.5	13	12.1	30	28.0	2.87	1.62		
The land is communally owned.	76	71.0	26	24.3	2	1.9	3	2.8			1.41	0.84		
Land policies leads to destruction of some schools.	23	21.5	33	30.8	11	10.3	17	15.9	23	21.5	2.85	1.48		
All land policies are followed by pastoralists.	4	3.7	15	14.0	7	6.5	35	32.7	46	43.0	3.97	1.19		
Mean											2.75	0.97		

On the statement that there are land disputes between groups or communities in your area and the school, majority of the respondents 70.1% disagreed, with 7.5% undecided and 30.5% agreed as indicated by a mean of ($M=2.48$; $SD=1.45$). On the statement that there are land disputes between community and the school, one of the household heads stated that;

“....most of the school lands are donated by the community and there are no disputes between the school and the community.”

Most of the respondents 53.2% disagreed that there was boundary dispute among pastoral communities and school, 40.2% agreed and 6.5% undecided ($M=2.91$; $SD=1.61$). On the statement that there is boundary dispute among pastoral communities, one of the households stated that;

“....natural features like the Kerio River are used as a boundary between the two communities (Marakwet and Pokot) and at some point one community crosses over to the other side with their cattle in search of pastures and this become the start of conflicts.” Majority of the respondents 53.2% disagrees that pastoralist compete for grazing fields including school land, with 40.1% agreed and 6.5% were undecided ($M=2.87$; $SD=1.62$).

Most of the respondents 95.3% disagreed that land is communally owned, with 2.8% agreed and 1.9% undecided as indicated by ($M=1.41$; $SD=0.84$). Majority of the respondents 52.3% disagreed that land policies leads to destruction of some schools, with 10.3% undecided and 37.4% agreed ($M=2.85$; $SD=1.48$). On the statement that all land policies are followed by pastoralists most of the respondents 75.7% agreed, with 17.7% disagreed and 6.5% were undecided ($M=3.97$; $SD=1.19$).

According to the study's findings, there was an overall mean of 2.75 and a standard deviation of 0.97 for the replies to the six statements used to describe the land tenure policies in the Kerio Valley region. Because the land resource was viewed as common, this demonstrates that the majority of respondents were unsure about the land tenure policies in the Kerio Valley region.

Land tenure policies did not involve disputes between groups or communities or schools, and boundaries were not disputes. Pastoralists sometimes competed for grazing fields, and land policies did not lead to school destruction. This supports Chikaire's (2018) assertion that family leaders, chiefs, a particular local community, or whatever has been improvised as a traditional institution about which level of the institution the land belongs to, are the major caretakers of these rules or norms as suggested in many research.

In other words, conventional conflict management techniques are based on widely held beliefs, presumptions, and commitments about the equitable use of the commons (land sharing), whose violations are punished or subject to societal consequences. This supports Bromwich's (2018) assertion that the disputes between farmers and pastoralists are caused by unequal land distribution that is a product of the socio-political institutions of the society. From pre-colonial customary ownership through colonial privatization to liberalized ownership, the land tenure system is evolving. Conflicts among pastoralists have been more intense as a result of land tenure rules.

The school's property was donated by the community, with some acquired through bargaining with landowners. The village near the school provided land for a farm and school, and the chief held a public Barraza. In Kerio Valley, the community, led by elders, unanimously agreed to purchase the school land. The interview shows that

land is protected from pastoralists using it as grazing fields through fencing, crop farming, and livestock grazing. Community leaders set rules for grazing limits and fencing the school compound, with some schools employing watchmen.

4.5.2 Correlation between land tenure policies and education management

There was a significant positive and average relationship between land tenure policies and education management ($r= 0.417$, $p =0.000$) Table 4.16.

Table 4.16: Correlation between land tenure policies and education management

		Education Management	Land tenure policies
Education Management	Pearson Correlation	1	.417**
	Sig. (2-tailed)		.000
Land tenure policies	Pearson Correlation	.417**	1
	Sig. (2-tailed)	.000	

** . Correlation is significant at the 0.01 level (2-tailed).

This indicated that proliferation of arms and weapons positively influence the education management.

b. Listwise N=107

4.5.3 Regression analysis on land tenure policies on education management

A linear regression model explored the effect of land tenure policies on education management. The R^2 represented the measure of variability in education management that land tenure policies accounted for. From the model, $R^2 = .174$ shows that land tenure policies accounted for 17.4% variation in education management. The land tenure policies predictor used in the model captured the variation in the education management as shown in Table 4.17.

Table 4.17: Model Summary on land tenure policies and Education management

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	.417 ^a	.174	.166		.69592

a. Predictors: (Constant), Land tenure policies

The study used Analysis of variance to check whether the model could forecast the result better than the mean, as seen in Table 4.18.

Table 4.18: Land tenure policies and Education Management Analysis of Variance

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	10.730	1	10.730	22.156	.000 ^b
	Residual	50.852	105	.484		
	Total	61.583	106			

a. Dependent Variable: Education Management

b. Predictors: (Constant), Land tenure policies

The regression model that used land tenure policies as a predictor was not important (F=22.156, p value =0.000), indicating that land tenure policies has a significant effect on education management.

In addition, the study generated β coefficients in order to test the hypothesis under study (Table 4.19).

Table 4.19: Land tenure policies and Education Management Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.898	.203		9.360	.000
Land tenure policies	.328	.070	.417	4.707	.000

a. Dependent Variable: Education Management

The β -value for land tenure policies had a positive coefficient, depicting positive influence on education management as summarized in the model as:

$$Y = 1.898 + .328X_1 + \varepsilon \dots\dots\dots \text{Equation 4.3}$$

Where: Y = Education management, X = land tenure policies, ε = error term.

The study's initial hypothesis was that there is no discernible connection between land tenure regulations and administration of education. From the findings land tenure policies had significant influence on education management ($\beta = .328$ and $p = .000$). Therefore, an increase in land tenure policies led to an improvement in education management. The study therefore fails to reject the null hypothesis (**H₀₃**). Therefore, an increase in land tenure policies led to a improvement of education management.

4.6 Extent of Proliferation of Arms and Weapons and its Effect on Education Management

The fourth objective was to investigate extent of proliferation of arms and weapons and its effect on Education Management in public primary schools in Kerio Valley region of Marakwet East sub-county, Elgeyo Marakwet County.

4.6.1 Extent of Proliferation of Arms and Weapons.

The study sought to identify respondent's perceptions on proliferation of arms and weapons. A total of 6 statements were used to determine the proliferation of arms and

weapons in Kerio Valley region and their responses elicited on a 5-point likert scale, shown in Table 4.20.

Table 4.20: Extent of Proliferation of Arms and Weapons and its Effect on Education Management

	SD		D		UD		A		SA		Mean	SD
	F	%	F	%	F	%	F	%	F	%		
Weapons are readily available in the community.	7	6.5	11	10.3	2	1.9	28	26.2	59	55.1	4.13	1.25
Head Teachers are allowed to own arms and weapons for security purposes.			2	1.9	1	.9	16	15.0	88	82.2	4.78	0.55
Local politicians encourage infiltration of arms and weapons into the region.			6	5.6	5	4.7	18	16.8	78	72.9	4.57	0.83
The head teachers are the facilitators of arms and weapons.			2	1.9	2	1.9	13	12.1	90	84.1	4.79	0.57
Arms and weapons are smuggled from the adjacent counties.	11	10.3	17	15.9	5	4.7	20	18.7	54	50.5	3.83	1.45
Infiltration and penetration of arms and weapons affects provision of education.	41	38.3	20	18.7	2	1.9	7	6.5	37	34.6	2.80	1.78
Mean											4.15	0.76

On the statement that weapons are readily available in the community majority of the respondents 81.3% agreed, with 1.9% undecided and 16.8% disagreed as indicated by a mean of ($M=4.13$; $SD=1.25$). On this statement, one of the household heads stated that;

“.....most of the weapons are bought from the neighboring counties for retaliation during attacks by our neighbors”

Most of the respondents 97.2% agreed that Head Teachers are allowed to own arms and weapons for security purposes that, their job provided them with a variety of work, 1.9% disagreed and 0.9% undecided ($M=4.78$; $SD=0.55$). Majority of the respondents 89.7% agrees that local politicians encourages infiltration of arms, with 5.6% disagreed and 4.7% were undecided ($M=4.57$; $SD=0.83$). On the statement that local politicians encourage infiltration of arms, One of the household heads stated that;

“.....politicians will do anything it takes for them to retain their seats come another term of election. Therefore they will always give voters what they want.”

Most of the respondents 69.2% agreed that arms and weapons are smuggled from the adjacent counties, with 26.2% disagreed and 4.7% undecided as indicated by ($M=3.88$; $SD=1.45$). Majority of the respondents 96.2% agreed that the head teachers are the facilitators of arms and weapons, with 1.9% disagreed and undecided as indicated by mean ($M=4.79$; $SD=0.57$). On the infiltration and penetration of arms and weapons affects provision of education most of the respondents 57% disagreed, with 41.1% agreed and 1.9% were undecided ($M=2.8$; $SD=1.78$). On the statement that, infiltration and penetration of arms and weapons affect provision of education, one of the household stated that;

“.....presence of arms and weapons is a sign of security and peace in our schools”

From the findings of the study, it was evident that responses to the 6 statements used to explain the proliferation of arms and weapons had an overall mean of 4.15 and a standard deviation of 0.76. These shows that majority of the respondents agreed with the statements used to measure the proliferation of arms and weapons in Kerio Valley region. From the study on the perceptions on proliferation of arms and weapons in Kerio Valley region the results showed that weapons were readily available in the community, head teachers were allowed to own arms and weapons for security purposes and local politicians encourages infiltration of arms. The arms and weapons were smuggled from the adjacent counties and the head teachers are the facilitators of arms and weapons. The respondents denied that the infiltration and penetration of arms and weapons affects provision of education.

4.6.2 Correlation between proliferation of arms and weapons and education management

There was a significant positive and weak relationship between proliferation of arms and weapons and education management ($r=0.197$, $p =0.000$). This implies that proliferation of arms and weapons positively influence the education management. Reducing available of weapons in the community will read to education management. Local politicians discourage infiltration of arms and weapons into the region

Table 4.21: Correlation between proliferation of arms and weapons and education management

		Education Management	Proliferation of Arms and weapons
Education Management	Pearson Correlation	1	.197*
	Sig. (2-tailed)		.042
Proliferation of Arms and weapons	Pearson Correlation	.197*	1
	Sig. (2-tailed)	.042	

*. Correlation is significant at the 0.05 level (2-tailed).

b. Listwise N=107

4.6.3 Regression analysis on proliferation of arms and weapons on education management

The study used a linear regression model to explore the influence of proliferation of arms and weapons on education management. The R^2 represented the measure of variability in education management that proliferation of arms and weapons accounted for. From the model, ($R^2 = 0.039$) shows that proliferation of arms and weapons account for 3.9% variation in education management. The Proliferation of arms and weapons predictor used in the model captured the variation in the education management as shown in Table 4.22.

Table 4.22: Proliferation of arms and weapons Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.197 ^a	.039	.029	.75090

a. Predictors: (Constant), Proliferation of Arms and weapons

4.6.4 ANOVA on proliferation of arms and weapons and Education management

As shown in Table 4.23, the study utilized variance to determine if the model could predict the outcome more accurately than the mean. The regression model's

significance ($F=4.23$ p value = 0.000) shows that the spread of weapons and arms has a considerable influence on education management.

Table 4.23: ANOVA on Proliferation of arms and weapons

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2.378	1	2.378	4.218	.042 ^b
	Residual	59.205	105	.564		
	Total	61.583	106			

a. Dependent Variable: Education Management

b. Predictors: (Constant), Proliferation of Arms and weapons

4.6.5 Proliferation of arms and weapons Coefficients

Table 4.24 shows the estimates of β -value and gives contribution of the predictor to the model.

Table 4.24: Proliferation of arms and weapons and Education Management Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.982	.404		4.904	.000
	Proliferation of Arms and weapons	.197	.096	.197	2.054	.042

a. Dependent Variable: Education Management

The β -value for proliferation of arms and weapons had a positive coefficient, depicting positive relationship with education management as summarized in the model as:

$$Y = 1.982 + 0.197X_1 + \varepsilon \dots\dots\dots \text{Equation 4.4}$$

Where: Y = Performance, X = Proliferation of arms and weapons, ε = error term.

The study had hypothesized that there is no significant influence of proliferation of arms and weapons on education management. There was a positive significant influence of proliferation of arms and weapons ($\beta=0.197$ and $p =.000$) on education management. Following this, it shows that an increase in proliferation of arms and weapons led to improvement of education management. The null hypothesis (**H₀₄**) was rejected. The management of education was significantly impacted by the proliferation of guns and weaponry. This suggests that there have been adjustments in education management with each increase in the proliferation of guns and weaponry.

4.7 Multiple Regression Analysis

A single dependent variable and a number of predictor variables were examined using multiple regression analysis (Hair *et al.*, 2006). To describe the nature of the link between all of the independent variables and the dependent, the regression coefficient summary was employed. According to the multiple regression model's coefficient of determination (R squared) of .603, dynamics of pastoral conflict may account for 60.3% of the variation in education management, as shown in Table 4.25.

Table 4.25: Overall Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.776 ^a	.603	.587	.48980

a. Predictors: (Constant), Proliferation of Arms and weapons, Marginalization, Prevalence, Land tenure policies

The adjusted R square of .587 depicts that all the dynamics of pastoral conflict in exclusion of the constant variable explained the variation in education management by 58.7% the remaining percentage can be explained by other factors excluded from the model.

The analysis of variance was used to test whether the model could significantly fit in predicting the outcome than using the mean as shown in (Table 4.26).

Table 4.26: Overall Analysis of Variance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	37.113	4	9.278	38.675	.000 ^b
	Residual	24.470	102	.240		
	Total	61.583	106			

a. Dependent Variable: Education Management

b. Predictors: (Constant), Proliferation of Arms and weapons, Marginalization, Prevalence, Land tenure policies

The regression model of dynamics of pastoral conflict as a predictor was significant (F=38.68, p value =0.000) showing that there is a significant relationship between dynamics of pastoral conflict and education management.

The β coefficients for dynamics of pastoral conflict as independent variable were generated from the model, in order to test the hypotheses of the study. The t-test was used to identify whether the dynamics of pastoral conflict as a predictor was making a significant contribution to the model. Table 4.27 gave the estimates of β -value and the contribution of each predictor to the model.

Table 4.27: Overall Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	-.232	.324		-.715	.476
Prevalence	.668	.072	.622	9.282	.000
Marginalization	.186	.076	.164	2.440	.016
Land tenure policies	.187	.054	.239	3.451	.001
Proliferation of Arms and weapons	.259	.069	.259	3.783	.000

a. Dependent Variable: Education Management

β -value for prevalence, marginalization, land tenure policies and proliferation of arms and weapons, had a positive coefficient, depicting positive relationship with education management as summarized in the model as:

$$Y = -.232 + 0.668X_1 + 0.186X_2 + 0.187X_3 + 0.259X_4 + \varepsilon \dots \dots \dots \text{Equation 4.5}$$

Where:

Y = Education management, X_1 = prevalence, X_2 = marginalization, X_3 = land tenure policies, X_4 = proliferation of arms and ε = error term

The study findings depicted that there was a positive significant relationship between prevalence of pastoral conflicts ($\beta_1=0.668$ and $p=0.000$), Socio-political and economic marginalization ($\beta_2=0.186$ and $p=0.016$); land tenure policies ($\beta_3=0.187$ and $p=0.001$) and proliferation of arms and weapons ($\beta_4=0.259$ and $p=0.000$) and education management. The findings agree with, Adhiambo, Ng'etich, and Ng'etich (2020) that cattle rustling had a negative impact on school management, leading to increased absenteeism among students and teachers, and reduced financial resources for the school.

It also concurs with Ogongo and Ndurumo (2020) that cattle rustling had a significant negative impact on school enrollment. Education management in Kenya is a crucial aspect of the country's development. It is a critical component in ensuring that the education system is of high quality, efficient, and effective.

This finding agrees with Kangethe (2016) that the quality of education in pastoralist communities has been affected by pastoral conflicts. In areas where schools are still operational, learning has been disrupted by the frequent disruptions caused by the conflict. Teachers have been unable to deliver the curriculum effectively, and students have been unable to concentrate due to the insecurity caused by the conflict. Additionally, the loss of education infrastructure and teaching resources due to the conflict has further degraded the quality of education. This disagrees with Chelangà (2019) that the young boys who are supposed to be schooling are regrouped into gun training and later cattle rustling, this has hindered education sector in the region.

From the results on education management the findings indicated that access to education was not hindered by the disruptions caused by pastoral conflicts. This finding disagrees with Owuor *et al.*, (2017) that access to education in pastoralist communities has been hindered by the frequent disruptions caused by pastoral conflicts. Schools have been closed, destroyed, or abandoned due to the conflict, denying children the opportunity to learn. The quality of education in pastoralist communities has also been affected by pastoral conflicts.

This concurs with Kangethe (2016) that teachers have been unable to deliver the curriculum effectively, and pupils' have been unable to concentrate due to the insecurity caused by the conflict. Additionally, the loss of education infrastructure and teaching resources due to the conflict has further degraded the quality of education. It

concurr with Nyamwaya, (2017) that the conflict has led to a breakdown in governance structures, making it difficult for education authorities to manage and oversee education in these areas.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The study's summary, results, and recommendations are presented in this chapter, along with ideas for additional research based on the study's objectives.

5.2 Summary of Findings

The summary of the findings was based on study objectives as summarized below:

Pastoral conflicts in schools have not led to low school turnout or fear, but they can affect students' security and cause injury or death. There are no guns or gunshots that instill fear, and the loss of livelihood has made parents/guardians unable to support the school program.

From correlation there was a significant positive and strong relationship between prevalence and education management. This implies that prevalence of conflict positively influenced the education management. From the findings prevalence of conflict had significant influence on education management. Therefore, an increase in prevalence of conflict led to an increase in education management. The findings showed that a rise in prevalence of conflict led to an increase in education management approaches.

In the Kerio Valley region, pastoral conflicts did not cause fear, hostility, or instability in schools. Non-residential teachers were not transferred due to conflicts, and head teachers had to walk kilometers to the nearest center. Pastoral conflicts resulted in property loss, loss of lives, and displacement of families. There was no arbitration by elders and political leaders, and pastoralists competed for grazing fields, including school land.

The correlation analysis showed that there was a significant positive and average relationship between marginalization and education management. This implies that marginalization positively influenced the education management. There was a positive significant influence of marginalization on education management. Following this, it shows that an increase in marginalization leads to an increase in education management approaches. Marginalization had a significant influence on education management. The socio-political and economic marginalization had significant influence on education management. The more there was socio-political and economic marginalization, the higher the changes in improvement in education management.

On land tenure policies the results showed there were no land disputes between group or communities and the school. There was no boundary dispute among pastoral communities and school and the pastoralist compete for grazing fields including school land. The land was not communally owned and land policies did not lead to destruction of schools. All land policies were followed by pastoralists. The primary custodians of these rules or norms as suggested in various studies may be family heads, chiefs, a given local community or whichever has been improvised as traditional institutions concerning which level of the institution the land belongs to.

The correlation analysis showed that there was a significant positive and average relationship between land tenure policies and education management. This indicated that proliferation of arms and weapons positively influence the education management. From the findings land tenure policies had significant influence on education management. Therefore, an increase in land tenure policies led to an improvement in education management. Therefore, an increase in land tenure policies

led to an improvement of education management. The land tenure policies had a significant influence on education management. For every increase in land tenure policies there was a corresponding change in education management.

The Kerio Valley region's perceptions of arms and weapons proliferation reveal that weapons are readily available, head teachers own them for security purposes, and local politicians encourage infiltration. These weapons are smuggled from adjacent counties, and head teachers are facilitators. Respondents deny that infiltration affects education provision.

The correlation analysis showed that there was a significant positive and weak relationship between proliferation of arms and weapons and education management. This implies that proliferation of arms and weapons positively influence the education management. There was a positive significant influence of proliferation of arms and weapons on education management. Following this, it shows that an increase in proliferation of arms and weapons led to improvement of education management. The null hypothesis was rejected. Proliferation of arms and weapons had a significant influence on education management. This implies that for each increase in the proliferation of arms and weapons, there was changes in education management. The predictor dynamics of pastoral conflict was making a significant contribution to the model.

5.3. Conclusions

Pastoral conflicts significantly impact education management, causing family displacement, low school turnout, fear, and hostility among non-locals. Gunshots and injuries can also occur, promoting teacher transfer and causing death to teachers and pupils.

The study concluded that socio-political and economic marginalization influenced education management in Kerio Valley region. The pastoral conflicts sometimes caused fear, hostility and instability in schools. Pastoral conflict caused loss of property and lives of head teachers and teachers and sometimes geo-political displacement of families. There was no arbitration of pastoral conflicts by council of elders and political leaders.

The study concluded that land tenure policies had a significant influence on education management. There were some land disputes between communities and the school. There was some boundary dispute among pastoral communities and school. The pastoralists sometimes compete for grazing fields with schools. The land was always communally owned.

The study concluded that for every increase in the proliferation of arms and weapons, there was a corresponding change in education management. The weapons were readily available in the community. The head teachers were allowed to own arms and weapons for security purposes and local politicians encouraged infiltration of arms. The arms and weapons were smuggled from the adjacent counties.

5.4. Recommendations

Education and conflict resolution should be inculcated in the curriculum. Teachers and head teachers in the region should be equipped through capacity building on how to help pupils who have faced sexual violence. Parents should continue investing on other means of income generating activities so that in case of loss of the livestock, they will not be unable to support school programs.

The communities should be made aware of the risks associated with the outmoded cultural traditions of cattle rustling and should be given access to other sources of

income. Fear, intimidation, and relocation won't exist after cattle rustling is stopped. The provincial government should collaborate with the neighborhood to prevent sociopolitical and economic marginalization.

The head teachers, chiefs and village elders should collaborate with the local community in handling school land management in order to reduce the conflicts that may arise.

The chiefs should work with the government to close gaps that allow weapons to enter the nation and step up efforts to disarm all communities. Communities will be able to coexist peacefully and ethnic conflicts will be eliminated without access to weapons.

5.5 Suggestions for Further Studies

In the Kerio Valley area of Marakwet East sub-county, Elgeyo Marakwet County, this research set out to look into the dynamics of pastoral disputes on Education Management. Therefore, the following were suggestion for further studies:

1. Further studies should be carried out in other sub counties and counties that experience pastoral conflicts as Elgeyo Marakwet county in order to make comparisons.
2. Future studies should consider other factors such as stakeholder's involvement, peace meetings, and provision of alternative sources of livelihood.

REFERENCES

- Abdulrasheed, A. (2021). Armed banditry and human security in North Western Nigeria: The impacts and the way forward. *Journal of Humanities Social and Management Sciences Edwin Clark University*, 1(1).
- Adzande, P. (2022). Harnessing the Social Energies of Youths in Farming and Pastoral Communities in Managing Conflicts in Nigeria. *African Studies Review*, 65(2), 479-503.
- Ajala, O. (2020). New drivers of conflict in Nigeria: an analysis of the clashes between farmers and pastoralists. *Third World Quarterly*, 41(12), 2048-2066.
- Anstey, M. (2019). Negotiating elusive justice: dilemmas of land distribution in Southern Africa. *Obiter*, 40(2), 240-262.
- Avis, W. (2019). *Current trends in violent conflict*. K4D Helpdesk Report 565. Brighton, UK: Institute of Development Studies
- Awan, U., Kraslawski, A., & Huiskonen, J. (2018). Governing interfirm relationships for social sustainability: the relationship between governance mechanisms, sustainable collaboration, and cultural intelligence. *Sustainability*, 10(12), 4473.
- Bekele, A. E., Drabik, D., Dries, L., & Heijman, W. (2022). Large-scale land investments and land-use conflicts in the agro-pastoral areas of Ethiopia. *Land Use Policy*, 119, 106166.
- Bello, M. M. (2022). The Rise of Banditry and its Attendant Effect in Governance and Socio-Economic Relations in Zamfara State.
- Benti, D. W., Biru, W. T., & Tessema, W. K. (2022). The effects of commercial orientation on (Agro) pastoralists' household food security: Evidence from (Agro) pastoral communities of Afar, Northeastern Ethiopia. *Sustainability*, 14(2), 731.
- Bergius, M., Benjaminsen, T. A., Maganga, F., & Buhaug, H. (2020). Green economy, degradation narratives, and land-use conflicts in Tanzania. *World Development*, 129, 104850.
- Bollig, M. (2018). Adaptive cycles in the savannah: pastoral specialization and diversification in northern Kenya. In *Resilience and Collapse in African Savannahs* (pp. 21-44). Routledge.
- Bond, J., & Mkutu, K. (2018). Exploring the hidden costs of human–wildlife conflict in northern Kenya. *African Studies Review*, 61(1), 33-54.
- Bonura, K. B., & Fountain, D. M. (2020). From "hooah" to "om": mindfulness practices for a military population. *Journal of Social, Behavioral, and Health Sciences*, 14(1), 13.

- Boone, C. (2019). Legal empowerment of the poor through property rights reform: Tensions and trade-offs of land registration and titling in sub-Saharan Africa. *The Journal of Development Studies*, 55(3), 384-400.
- Bujang, M. A., Sa'at, N., Bakar, T. M. I. T. A., & Joo, L. C. (2018). Sample size guidelines for logistic regression from observational studies with large population: emphasis on the accuracy between statistics and parameters based on real life clinical data. *The Malaysian journal of medical sciences: MJMS*, 25(4), 122.
- Bukari, K.N., Kuusaana, E.D., 2018. Impacts of large-scale landholdings on Fulani pastoralists in the Agogo traditional area of Ghana. *Land Use Policy* 79, 748–758. <https://doi.org/10.1016/j.landusepol.2018.09.018>.
- Bum, T. (2018). Translating ecological migration policy: A conjunctural analysis of Tibetan pastoralist resettlement in China. *Critical Asian Studies*, 50(4), 518-536.
- Causadias, J. M., Vitriol, J. A., & Atkin, A. L. (2018). Do we overemphasize the role of culture in the behavior of racial/ethnic minorities? Evidence of a cultural (mis) attribution bias in American psychology. *American Psychologist*, 73(3), 243.
- Chelang'a, J. K. (2020). Conflict Dynamics between the Pastoral Tugen and Pokot Communities of Baringo County, Kenya. *Journal of African Interdisciplinary Studies*, 4(2), 47 – 61.
- Cilliers, J. (2018). Violence in Africa Trends, drivers and prospects to 2023. *Institute for Security Studies*. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=325412
- Cuartas, J., Grogan-Kaylor, A., Ma, J., & Castillo, B. (2019). Civil conflict, domestic violence, and poverty as predictors of corporal punishment in Colombia. *Child Abuse & Neglect*, 90, 108-119.
- de Jong, L., De Bruin, S., Knoop, J., & van Vliet, J. (2021). Understanding land-use change conflict: A systematic review of case studies. *Journal of Land Use Science*, 16(3), 223-239.
- Element, S. C. (2021). The Relationship Between Maintaining Status As A Socio-Cultural Element And Conflict Dynamism Within Kerio Valley Delta.
- FAO, (2018). *Pastoralism in Africa's drylands Reducing risks, addressing vulnerability and enhancing resilience*. Food and Agriculture Organization of the United Nations (FAO), Rome, Italy.
- Greason, J., & Bennett, J. C. (2019). The economics of space: An industry ready to launch. *Reason Foundation*.
- Gumba, D, Alusala, N and Kimani, A (2019). *Vanishing Herds: Cattle Rustling in East Africa and Horn of Africa*

- Gumba, D, O (2020) *Cattle Rustling: from a cultural practice to a deadly organized Crime*. ISIS: ENACT
- Haider, H. (2020). Conflict analysis of North Eastern Kenya. K4D *Emerging Issues Report 36*. Brighton,UK: Institute of Development Studies.
- Haider, H. (2020). *Conflict analysis of North Eastern Kenya. K4D Emerging Issues Report 36*. Brighton,UK: Institute of Development Studies
- Hasnat, G. T., Kabir, M. A., & Hossain, M. A. (2018). Major environmental issues and problems of South Asia, particularly Bangladesh. *Handbook of environmental materials management*, 1-40.
- Hink, A. B., Bonne, S., Levy, M., Kuhls, D. A., Allee, L., Burke, P. A., ... & Stewart, R. M. (2019). Firearm injury research and epidemiology: A review of the data, their limitations, and how trauma centers can improve firearm injury research. *Journal of trauma and acute care surgery*, 87(3), 678-689.
- Hufe, P., Heuermann, D.F, (2017). The local impacts of large-scale land acquisitions: a review of case study evidence from Sub-Saharan Africa. *J. Contemp. Afr. Stud.* 35, 168–189. <https://doi.org/10.1080/02589001.2017.1307505>.
- Ikuemonisan, E. S., Mafimisebi, T. E., Ajibefun, I., & Adenegan, K. (2020). Cassava production in Nigeria: trends, instability and decomposition analysis (1970–2018). *Heliyon*, 6(10).
- Iqbal, K., Khalil, U. & Khan, A. (2017). Perceptions of Secondary School Teachers Regarding the Role of Education in Social Conflict Resolution. *Bulletin of Education and Research December*, 39(3), 157 – 170.
- Jerono, K. (2021). *Effect of Ethnic Conflicts on Management Of Secondary Schools In Conflict-Prone Regions: A Case Of The Lowland Areas Of Baringo County, Kenya* (Doctoral dissertation, University of Eldoret).
- Kabelo, I. H., (2019). Factors influencing success of collaborative resource-based conflict resolution projects in Isiolo County, Kenya. *International Academic Journal of Information Sciences and Project Management*, 3(4), 55-81.
- Kamais, C. E., & Mosol, G. P. (2022). Recasting Low Intensity Conflicts in Laikipia County, Kenya, through Protracted Social Conflicts Paradigm: Causes, Socioeconomic, Political and Security Implications. *Open Access Library Journal*, 9(7), 1-24.
- Kenea, A. (2019). Education for Pastoralist Community Children in Ethiopia: Where the Opportunity Cost Defines It All. *East African Journal of Social Sciences and Humanities*, 4(2), 63-82.
- Kimokoti, S. N. (2022) *Cattle Rustling In Kenya: a review of the root causes, emerging trajectories and mitigation strategies*

- Kimokoti, S. N. (2022). Cattle Rustling in Kenya: A Review of the Root Causes, Emerging Trajectories and Mitigation Strategies. *EPRA International Journal of Multidisciplinary Research (IJMR)*, 8(4), 119-124.
- Kishore, K., & Köhler-Rollefson, I. (2020). Accounting for pastoralists in India. *League for Pastoral Peoples: Ober-Ramstadt, Germany*.
- Kivunja, C., & Kuyini, A. B. (2017). Understanding and applying research paradigms in educational contexts. *International Journal of higher education*, 6(5), 26-41.
- Kumar, D. S. (2022). *Domestic Conflict and Security in South Asia*. Gaurav book center.
- Kushner, J (2017). *Bandits, Cows and Bullets: The Gangs turning to Guns in Kenya*. Bill and Melinda Gates Foundation
- Lavers, T. (2018). Responding to land-based conflict in Ethiopia: the land rights of ethnic minorities under federalism. *Afr. Aff.* 117, 462–484. <https://doi.org/10.1093/afraf/ady010>
- Marigat, S. K., & Cheruiyotomo, J. C. (2022). Managing the Menace of Cattle Rustling and Banditry in North Rift Kenya: The Role of Pokot Women. *European Journal of Conflict Management*, 3(1), 19-30.
- Martinez, M.J. (2017). “Conflicts Based on Race/Ethnicity Among Latina/o Students in Schools” D.Phil Dissertation, (2009-). 703. https://epublications.marquette.edu/dissertations_mu/703
- Massey, D. S. (2019). Economic development and international migration in comparative perspective. In *Determinants of Emigration from Mexico, Central America, and the Caribbean* (pp. 13-47). Routledge.
- Mayai, A.T. (2017). *The Impact of War on Schooling in South Sudan, 2013-2016*. Juba: The Sudd Institute
- Mbaku, J. M. (2018). Comparative constitutional law and the management of ethnocultural diversity: A Constitutional Political Economy Approach. In *Protecting Minority Rights in African Countries* (pp. 155-173). Edward Elgar Publishing.
- Melil, K, M (2018). *Understanding Cattle Rustling and the Role of Indigenous Conflict Resolution Mechanisms in Baringo County 2000-2015*. University of Nairobi Press: Nairobi
- Mengist, W., Soromessa, T., & Legese, G. (2020). Method for conducting systematic literature review and meta-analysis for environmental science research. *MethodsX*, 7, 100777.
- Mensah, L. (2021). Legal pluralism in practice: critical reflections on the formalisation of artisanal and small-scale mining (ASM) and customary land tenure in Ghana. *The Extractive Industries and Society*, 8(4), 100973.

- Ministry of Education. (2021). Education Sector Policy on Arid and Semi-Arid Lands (ASALs). Retrieved from <https://www.education.go.ke/wp-content/uploads/2021/06/Education-Sector-Policy-on-ASALs.pdf>
- Mkutu, K., Mkutu, T., Marani, M., & Ekitela, A. L. (2019). New oil developments in a remote area: Environmental justice and participation in Turkana, Kenya. *The Journal of Environment & Development*, 28(3), 223-252.
- Murkomen, L. (2019). *Climate variability adaptation using fodder crops: a case study of Marakwet East Sub-county, Elgeyo–Marakwet County* (Doctoral dissertation, University of Nairobi).
- Ndiritu, S. W. (2020). Beef value chain analysis and climate change adaptation and investment options in the semi-arid lands of northern Kenya. *Journal of Arid Environments*, 181, 104216.
- Ng'asike, J. T. (2019). Indigenous knowledge practices for sustainable lifelong education in pastoralist communities of Kenya. *International Review of education*, 65(1), 19-46.
- Niyukuri, B. (2020). reConCiliaTion in Crisis burundi. *Reconciliation, Forgiveness and Violence in Africa: Biblical, pastoral and ethical perspectives*, 14, 131.
- Noelle C Mutta (2019) determinants of resource-based conflicts in Kenya: a case of Turkana and Pokot conflict 1964-2019.
- Ntumva, M. E. (2022). Farmer-pastoralist conflicts management approaches in Sub-Saharan Africa: insights into their strengths and pitfalls. *Journal of African Studies and Development*, 14(1), 12-26.
- Nyumba, T. O., Emenye, O. E., & Leader-Williams, N. (2020). Assessing impacts of human-elephant conflict on human wellbeing: An empirical analysis of communities living with elephants around Maasai Mara National Reserve in Kenya. *PLoS One*, 15(9), e0239545.
- Odanga, G. M., Iteyo, C., & Onkware, K. (2022). Strategies Employed in Managing Inter-ethnic Conflicts Occasioned by National Elections in Nakuru County between 1992 and 2017. *The International Journal of Humanities & Social Studies*, 10(11).
- O'Hara, S., & Toussaint, E. C. (2021). Food access in crisis: Food security and COVID-19. *Ecological Economics*, 180, 106859.
- Okoli, A. C. (2021). Military, arms monopoly and proliferation of small arms and light weapons in Africa. *The Palgrave Handbook of Small Arms and Conflicts in Africa*, 429-451.
- Owuor, J., Odundo, P., & Onyango, J. (2017). *Proceeding Climate Change and pastoralism: The Implication on Sustainable Pastoral Development in Ethiopia of 5th National Conference on Pastoral Development in Ethiopia*. August 25th -26th, 2010. Addis Ababa. Ethiopia

- Pereira, M., & Oliveira, A. M. (2020). Poverty and food insecurity may increase as the threat of COVID-19 spreads. *Public health nutrition*, 23(17), 3236-3240.
- Rabi'u, U., & Muhammad, H. H. (2022). An Assessment Of The Causes And Effects Of Cattle Rustling And Banditry In Zamfara State, North-Western Nigeria. *Zamfara Journal of Politics and Development*, 3(3), 14-14.
- Rettberg, S., Beckmann, G., Minah, M., Schelchen, A. (2017). *Ethiopia's Arid and Semi-Arid Lowlands: Towards Inclusive and Sustainable Rural Transformation*. Centre for Rural Development (SLE), SLE discussion paper 03/2017, Berlin.
- Ruei, D. N. (2018). *Resource Based Conflict in Africa: a Case of Oil in South Sudan* (Doctoral dissertation, University of Nairobi).
- Schafer, H. (2018). *The drivers of conflict: Where climate, gender and infrastructure intersect*. World Bank. <http://blogs.worldbank.org/dev4peace/drivers-conflict-whereclimate-change>
- Seter, H., Theisen, O. M., & Schilling, J. (2018). All about water and land? Resource-related conflicts in East and West Africa revisited. *GeoJournal*, 83, 169-187.
- Sifakis, J. (2019). Autonomous systems—an architectural characterization. Models, Languages, and Tools for Concurrent and Distributed Programming: Essays Dedicated to Rocco De Nicola on the Occasion of His 65th Birthday, 388-410.
- Sim, J., Saunders, B., Waterfield, J., & Kingstone, T. (2018). Can sample size in qualitative research be determined a priori?. *International journal of social research methodology*, 21(5), 619-634.
- Teo, T., Doleck, T., Bazelais, P., & Lemay, D. J. (2019). Exploring the drivers of technology acceptance: a study of Nepali school students. *Educational Technology Research and Development*, 67, 495-517.
- Utsumi, Y. (2021). Impact of armed conflict on education in Timor-Leste. *Education and migration in an Asian context*, 153-185.
- Van Baalen, S., & Mobjörk, M. (2018). Climate change and violent conflict in East Africa: Integrating qualitative and quantitative research to probe the mechanisms. *International Studies Review*, 20(4), 547-575.
- van der Meer, E. (2018). Carnivore conservation under land use change: the status of Zimbabwe's cheetah population after land reform. *Biodiversity and conservation*, 27(3), 647-663.
- van Pinxteren, B., Emirhafizović, M., Dailidienė, I., Figurek, A., Hălbac-Cotoară-Zamfir, R., & Mętrak, M. (2021). Education for resilience: How a combination of systemic and bottom-up changes in educational services can empower dryland communities in Africa and Central Asia. *Journal of Asian and African Studies*, 56(6), 1271-1285.

- Wassie, S. B. (2020). Natural resource degradation tendencies in Ethiopia: a review. *Environmental systems research*, 9(1), 1-29.
- Wofford, M. C., & Tibi, S. (2018). A human right to literacy education: Implications for serving Syrian refugee children. *International journal of speech-language pathology*, 20(1), 182-190.
- Yeboua, K., & Cilliers, J. (2021). Development prospects for the Horn of Africa countries to 2040. *ISS East Africa Report*, 2021(42), 1-68.
- Zhang, Q. (2021). Land use and adaptive governance under climate change: Analysis of four cases in pastoral areas of China. *Frontiers in Environmental Science*, 11, 922417.

APPENDICES

Appendix I: Consent Letter

University of Eldoret

To: WHOM IT MAY CONCERN:

Dear Sir/Madam,

RE: ASSISTANCE TO FILL ACADEMIC SURVEY QUESTIONNAIRE.

I am a master's student at the University of Eldoret, conducting academic research titled ``**Effects of Dynamics of Pastoral Conflicts on Education Management in public primary schools in Kerio Valley region of Marakwet East sub-county, Elgeyo Marakwet County**`. I respectfully ask for your help in completing the questionnaire that is enclosed. We sincerely appreciate your participation in this research survey, and we promise to keep your information private and anonymous. You won't be personally identifiable with your questionnaire or response; the data acquired from this survey will only be utilized for data collecting and during the analysis of the findings. All information will be combined and categorized.

Thank you.

Regards,

Emmaculate Jepkosgei Maina

Appendix II: Questionnaire for teachers and head teachers

Section A: Background information

The purpose of this questionnaire was to seek information on the effects of conflicts in provision of education. The information that was provided was used for research purposes only. The researcher should write her/his name on the questionnaire. Write or tick your response accordingly.

1. What is your gender?

(a) Male

(b) Female

2. What is your age bracket?

a) 18-30

b) 31-45 years

c) 46-60 years

d) Over 60years

3. How long have you been a teacher?

a) 0-5 years

b) 6-10 years

c) 11-15 years

d) 16-20 years

e) Over 20 years

4. For how long have you taught in Kerio Valley region of Kenya?

a) Less than one year

b) 1-2 years

c) 3-4 years

d) 5-6 years

e) Over 7 year

Section B: The Prevalence of Pastoral Conflict in Kerio Valley Region, Marakwet East Sub-County, Marakwet County.

Indicate the frequency to which the following manifestation of pastoral conflict has occurred in this area.

	Prevalence rate	Very high	High	Moderate	Low	Never
5	Displacement of families led to low school turn out.					
6	Conflict instilled fear and hostility encouraging transfer of non-residential teachers and head teachers.					
7	Sexual violence caused by raiders affects pupils security in schools					
8	Pastoral conflicts caused injury and death to some teachers and pupils.					
9	Guns and gunshots within the school instill fear to learners and teachers.					
10	Loss of livelihood made parents/guardians unable to support school program.					

11. What are the effects of pastoral conflicts on education participation?

.....

Section C: The Social-Political and Economic Marginalization in Kerio Valley Region, Marakwet East Sub-County, Elgeyo Marakwet County.

To what extent do you agree with the following statements in regard to the social-political and Economic Marginalization in Kerio Valley, Marakwet East Sub County?

Tick appropriately either;

SA- Strongly Agree, A - Agree, N - Neutral, D - Disagree, SD – Strongly Disagree

	Statement	SA	A	N	D	SD
12	Pastoral conflicts cause fear, hostility and instability in school.					
13	Non-residential teachers seek for transfer as a result of pastoral conflict.					
14	School Head teacher walk some kilometers to tarmac road for him/her to travel to nearest centre.					
15	Pastoral conflict cause loss of property and lives of head teachers and teachers.					
16	Pastoral conflicts cause geo-political displacement of families.					
17	There are arbitration of pastoral conflicts by council of elders and political leaders.					

18. What ways do leaders use in solving the pastoral conflicts for attainment of stability in schools?.....

Section D: Land Tenure Policies and its Effect on Education Management in Kerio Valley Region, Marakwet East-Sub County, Elgeyo Marakwet County.

To what extent do you agree with the following statements in regard to the Land Tenure Policies and their Effects on Education Management in Kerio Valley, Marakwet East – Sub County? Tick appropriately either;

SA - Strongly Agree, A - Agree, N - Neutral, D - Disagree, SD – Strongly Disagree

	Statement	SA	A	N	D	SD
19	There are land disputes between group or communities in your area and the school.					
20	There are boundary dispute among pastoral communities and school.					
21	Pastoralist compete for grazing fields including school land					
22	The land is communally owned.					
23	Land policies leads to destruction of some schools.					
24	All land policies are followed by pastoralists.					

25. What are the impacts of land policies on education provision in Kerio Valley?.....

Section E: Extent of Proliferation of Arms and Weapons and it Effect on Education Management in Kerio Valley Region, Marakwet East-Sub County, Elgeyo Marakwet County.

To what extent do you agree with the following statements in regard to the Extend of Proliferation of Arms and Weapons and their Effects on Education Management in Kerio Valley, Marakwet East-Sub County, Elgeyo Marakwet County. Tick appropriately either;

SA - Strongly Agree, A - Agree, N - Neutral, D - Disagree, SD – Strongly Disagree.

	Statement	SA	A	N	D	SD
26	Weapons are readily available in the community.					
27	Head Teachers are allowed to own arms and weapons for security purposes.					
28	Local politicians encourages infiltration of arms and weapons into the region.					
29	The head teachers are the facilitators of arms and weapons.					
30	Arms and weapons are smuggled from the adjacent counties.					
31	Infiltration and penetration of arms and weapons affects provision of education.					

32. How do teachers feel when weapons are readily available in the community?.....

Section E: Education Management in Kerio Valley Region

To what extent do you agree with the following statements in regard to the Education Management in Kerio Valley, Marakwet East-Sub County, Elgeyo Marakwet County. Tick appropriately either; **SA - Strongly Agree, A - Agree, N - Neutral, D - Disagree, SD – Strongly Disagree.**

	Statement	SA	A	N	D	SD
35.	Access to education has been hindered by the disruptions caused by pastoral conflicts.					
36.	Schools have been closed, destroyed, or abandoned due to the conflict, denying children the opportunity to learn					
37.	In areas where schools are still operational, learning has been disrupted by pastoral conflict.					
38.	Students have been unable to concentrate due to the insecurity caused by the conflict					
39.	The loss of education infrastructure and teaching resources due to the conflict has degraded the quality of education.					
40.	The conflict has led to a breakdown in governance structures, to oversee education					
41.	The displacement of families and destruction of infrastructure has made it difficult to plan for and deliver education effectively.					
42.	The conflict has led to a shortage of teachers, making it difficult to ensure quality education.					

The End

Thank you.

Appendix III: Interviews for Households

1. How often do pastoral conflicts occur in this region?.....
 When they happen, do they affect public primary Education Management in this area?.....
2. Do we have incidences where teachers and administrators lost lives? If yes, which incidences are those?.....?
3. Are teachers and their heads armed to deter pastoral conflicts.....?
4. Has there been socio-political and economic marginalization in this region? If yes, what are its effects on education management
5. How is school land acquired in Kerio Valley?..... if it is by tenure system, is it fenced to reduce grazing by pastoral community?
6. Do land tenure policies affect education management in public primary schools in this region? If yes, how.....
7. Do community play any role in acquisition and proliferation of arms and weapons in this region?.....
8. What role do politicians play in acquisition of arms and weapons?.....

The end

Thank you

Appendix IV: Introduction Letter from University of Eldoret to NACOSTI



P.O. Box 1125-30100,
ELDORET, Kenya
Tel: 053-2063111 Ext. 242

Our Ref: UoE/EMP/POG/33

8th November, 2022

The Executive Secretary,
National Council for Science and Technology & Innovation
P.O. BOX 30623-00100,
NAIROBI

Dear Sir/Madam,

**RE: RESEARCH PERMIT REQUEST FOR EMMACULATE IEPKOSGEI MAINA
SEDU/EMP/M/06/21**

This is to confirm that the above named Post Graduate Student has completed Course work and has successfully defended her research proposal.

She is currently preparing for a field research work on her proposal entitled: "*Dynamics of pastoral conflicts on Education Management in Kerio Valley region of Marakwet East Sub County Elgeyo Marakwet County*". The proposal has been approved by this Institution.

Any assistance accorded her to facilitate successful conduct of the research and the publication will be highly appreciated.

Yours faithfully,



H.O.D
Dept. of Educational Management
& Studies
UNIVERSITY OF ELDORET
Dr. Lydia Kipkoeh

HOD, EDUCATIONAL MANAGEMENT

Copy to: Permanent Secretary,

Ministry of Higher Education, Science & Technology,
P.O. Box 9583-00200 NAIROBI


Appendix V: Research Permit

REPUBLIC OF KENYA
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Ref No: **710899** Date of Issue: **06/December/2022**

RESEARCH LICENSE




This is to Certify that Ms.. EMMACULATE MAINA of University of Eldoret, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Elgeyo-Marakwet on the topic: DYNAMICS OF PASTORAL CONFLICTS ON EDUCATION MANAGEMENT IN KERIO VALLEY REGION OF MARAKWET EAST SUB-COUNTY ELGEYO MARAKWET COUNTY, for the period ending : 06/December/2023.

License No: **NACOSTI/P/22/22511**

Applicant Identification Number **710899**
W. Mutimbo
 Director General
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Verification QR Code



NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.

See overleaf for conditions

**Appendix VI: Authorization Letter from County Commissioner –
Elgeyo Marakwet County**



**THE PRESIDENCY
MINISTRY OF INTERIOR & COORDINATION OF NATIONAL GOVERNMENT**

**COUNTY COMMISSIONER'S OFFICE,
ELGEYO-MARAKWET COUNTY,
P.O. BOX 200-30700
ITEN**

Telephone: (053) 42007
Fax : (053) 42289
E-mail: ccelgeyomarakwet@yahoo.com
ccelgeyomarakwet@gmail.com
When replying please quote

PUB.CC.24/2 VOL.III/148

Ref.....

16th September, 2022

Date.....

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION

MS EMMACULATE MAINA

This is to confirm that the above named has been authorized to carry out a research on ***“DYNAMICS OF PASTORAL CONFLICTS ON EDUCATION MANAGEMENT IN KERIO VALLEY REGION OF MARAKWET EAST SUB-COUNTY ELGEYO MARAKWET COUNTY.”*** for a period ending 6th December,2023.

Please accord her the necessary assistance.

Julius K. Maiyo, HSC

For: County Commissioner

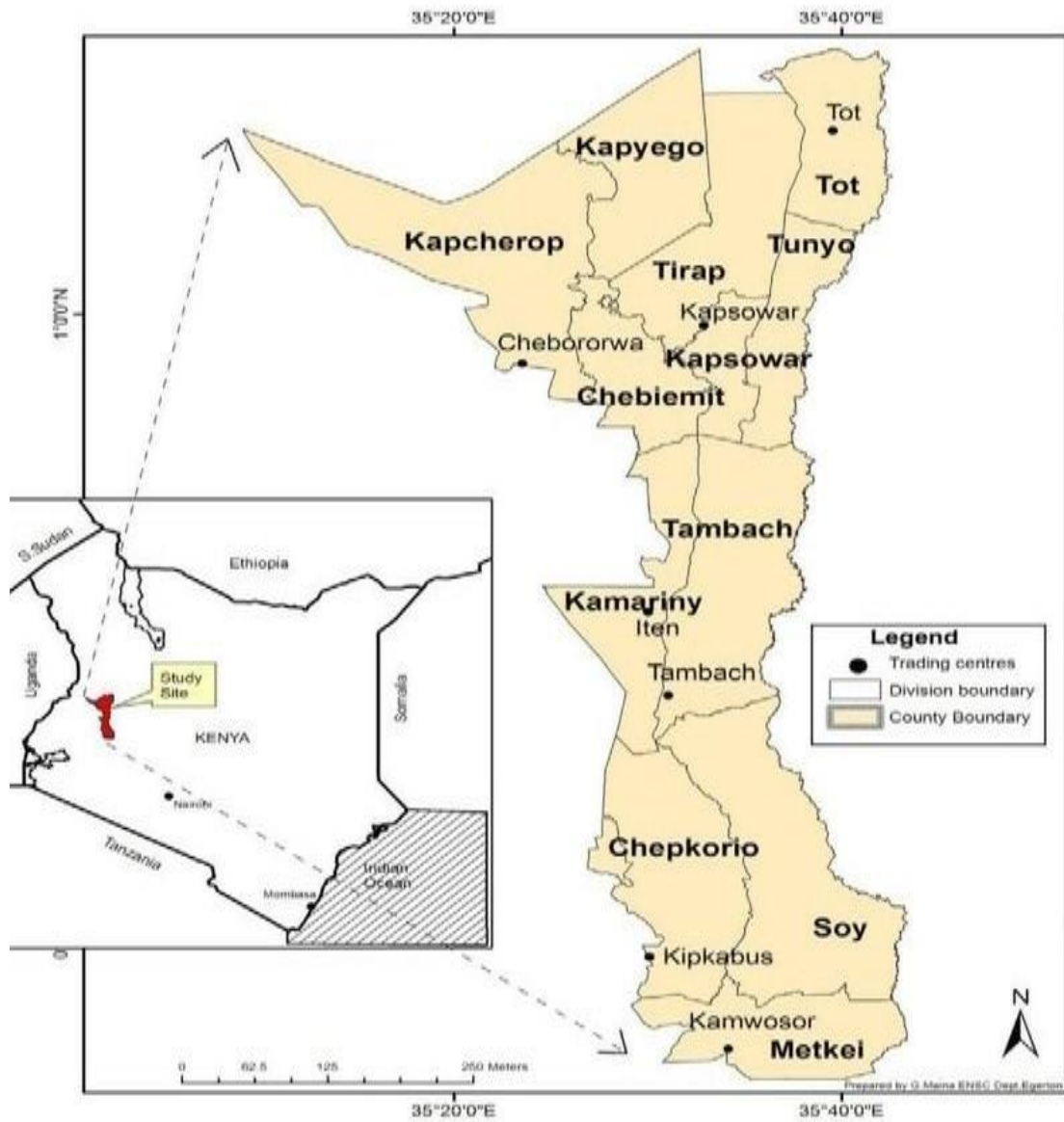
ELGEYO MARAKWET COUNTY.

COUNTY COMMISSIONER
ELGEYO MARAKWET COUNTY

c.c. Deputy County Commissioner
Marakwet East Sub County
P.O Box 281,
KAPSOWAR

JKM/bjc

Appendix VII: A Map of Kerio Valley



Prepared by G. Maina ENEC, Dept. Egerton

Appendix VIII: Similarity Report



University of Eldoret
Certificate of Plagiarism Check for Synopsis

Author Name	Emmaculate Jepkosgei Maina. SEDU/EMP/M/006/21
Course of Study	Type here...
Name of Guide	Type here...
Department	Type here...
Acceptable Maximum Limit	Type here...
Submitted By	titustoo@uoeld.ac.ke
Paper Title	DYNAMICS OF PASTORAL CONFLICTS ON EDUCATION MANAGEMENT IN PRIMARY SCHOOLS IN KERIO VALLEY REGION OF MARAKWET EAST SUB-COUNTY ELGEYO MARAKWET COUNTY
Similarity	11%
Paper ID	987778
Submission Date	2023-09-28 15:58:11
Signature of Student	 
Signature of Guide	

* This report has been generated by DrillBit Anti-Plagiarism Software