

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

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Abstract

Social infrastructures that have previously been built are destroyed by pastoral conflict. When teachers are forced to leave conflict zones and people move because they fear an invasion, the education 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 research to examine how pastoral disputes influenced the management of education in those schools. The objective of the study was to determine the prevalence of pastoral conflicts and its effect on education management in Kerio valley region of Marakwet East sub-county, Elgeyo Markwet County. 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 regular random sampling techniques and consisted of 205 individuals. To collect quantitative data, head teachers, teachers filled out a questionnaire and household heads filled out an interview schedules qualitative data. Theme analysis was employed for qualitative data as well as descriptive and inferential analysis for 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 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 occurrence of pastoral conflict. To lessen potential disputes, the head teachers and teachers should work together with the surrounding community to manage the school's land.

Keywords: Pastoral, Conflict, Education, Management, Prevalence.

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BACKGROUND OF THE STUDY

Ethnic conflicts, including tsunamis, wars, floods, and earthquakes, significantly impact young people's access to education. 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 (Sterzel, 2014). 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 (Hussein, 2014). 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 (Keller, 2009).

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). Smaller ethnic groups' efforts for political independence and liberation from bigger groups' socio-economic exploitation led to the dissolution of the former Soviet Union in the 1990s, inspiring other Eastern European civilizations to follow suit. Martinez (2017) suggested that, ethnic conflicts still happen today in a variety of

contexts throughout the United States. Ethnic disputes in schools are particularly interesting because of the effects they have on students' mental health, academic performance, and general school atmosphere.

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 (De Haan *et al.*, 2016). 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 Kariuki and Ng'etich (2016), 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 (De Haan, 2016). In pastoral regions, this has resulted in extensive land disputes according to FAO (2018); Hufe and Heuermann (2017).

Pastoral conflicts in African countries have been exacerbated by indiscriminate force and incentivized disarmament initiatives (Kimokoti, 2022). For example, 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. In Burundi, Dunlop (2015) investigated how ethnic conflict and diversity were accommodated into the official education system spanning three time periods and the results showed there was destructive conflict and passive conflict in Burundian schools during the independent republic, particularly conflict avoidance. In South Sudan, Mayai (2017) showed that enrolment and conflict had a statistically significant link.

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).

Pastoral conflicts in Kenya have significantly impacted education management, particularly in Arid and Semi-Arid Lands (ASALs), affecting access, quality, and governance (Jillo, 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.

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.

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 (Kiprono, 2012).

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 (June 2022, Kenya Gazette). In this setting, the current study examined the occurrence of pastoral disputes and their impact on educational administration.

RESEARCH OBJECTIVE

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.

HYPOTHESIS

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.

THEORITICAL FRAMEWORK

This study was guided by the systems theory by Ludwig Von Bertalanffy, who 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.

RESEARCH DESIGN AND METHODOLOGY

The researcher used a descriptive research approach to gather information from head teachers, teachers, and homes, 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.

Tunyo, Chesongoch, and Tot Divisions in the Kerio Valley area of the Marakwet East sub-county, Elgeyo Marakwet County, were the study's locations. The research included 420 respondents as its target group, including 30 headteachers and 190 instructors. 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
 $= 420/1 + 420(.05)^2 = 205$ employees

From the target population of 420 respondents, a sample size of 205 respondents was selected as represented in the table below:

Table 1: Sample size

Respondents strata	Target population	Sample size
Head teachers	30	15
Teachers	190	93
Households	200	97
TOTAL	420	205

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 questionnaires. 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." The Cronbach's Alpha coefficient was used to determine internal consistency among survey items in order to assess the reliability of instrument results.

Table 2: 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

DATA ANALYSIS

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} .

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

Where

Y=Education management

X1= Prevalence,

X2= Marginalization,

X3= Land tenure policies

X4=Proliferation of Arms and weapons,

β_0 : Constant

$\beta_1 - \beta_4$: Regression coefficients

e: Error term

FINDINGS AND DISCUSSION

The objective was to determine the frequency 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.

Table 3: 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 pupil's 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."

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 ($M=3.26$; $SD=1.41$). 63.6% of those polled said they had never witnessed pastoral disputes that resulted in harm or death to some instructors 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 instructors and students. This is in accordance with Kenya Gazette June 2022. No students or instructors 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.

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."

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.

EDUCATION MANAGEMENT

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 and 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.

CORRELATION BETWEEN PREVALENCE OF CONFLICT AND EDUCATION MANAGEMENT

There was a highly significant and positive link between prevalence and education management ($r=0.620$, $p=0.000$).

Table 4: 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.

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.

Table 5: Model Summary on prevalence of conflict and Education management

Model	R	R Square	Adjusted R Square	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%.

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 the table below:

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.

PREVALENCE OF CONFLICT AND EDUCATION MANAGEMENT COEFFICIENTS

Additionally, in order to evaluate the hypothesis being investigated, the study developed coefficients.

Table 5: 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:

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

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 (H_{01}). The findings showed that a rise in prevalence of conflict led to an increase in education management approaches.

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

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 ($r=0.620$, $p=0.000$). This implies that prevalence of conflict positively influenced the education management. From the linear regression model, $R^2 = 0.384$ shows that prevalence of conflict accounted for 38.4% variation in education management. From the findings prevalence of conflict had significant influence on education management ($\beta=0.666$ 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 (H_{01}). 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.

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.

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.

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