



EFFECT OF FAMILY INCOME LEVELS ON LEARNING OF PRIMARY SCHOOL GOING CHILDREN IN KAPEDO WARD IN TURKANA COUNTY- KENYA

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Article DOI: <https://doi.org/10.36713/epra15736>

DOI No: 10.36713/epra15736

ABSTRACT

Access to basic education in conflict-prone communities is a significant challenge in Kenya. Empirical reviews had suggested that, during intercommunal conflicts, various factors influencing access to basic education were compromised. However, these influences manifest differently in distinct situations and locations. There has been limited research on how access to basic education was affected following intercommunal conflicts in Kapedo, Turkana County. The study aimed to examine the effect of family income levels on learning of primary school going children in Kapedo ward in Turkana County- Kenya. The study drew on three theories: Relative Deprivation theory, System Resource Theory, and Hierarchy of Needs Theory. It employed a descriptive survey research design, covering the entire population with two Ministry of Education officials, four headteachers, and twenty-four teachers as respondents. Data collection used a semi-structured questionnaire and an interview schedule, ensuring voluntary participation, confidentiality, and clarity of the study's purpose. The analysis combined descriptive statistics (frequencies, percentages, and averages) and inferential statistics (regression analysis) and presented results through charts and tables, with qualitative data analyzed thematically. The study revealed that family income affected education, with conflict-induced economic instability leading to resource allocation challenges and school attendance issues, especially for girls. The study recommends that the Ministry of Education and Local Authorities maintain the provision of essential learning resources, emphasizing administrative functionality, classroom safety, and resource access to enhance learning outcomes. Non-Governmental Organizations and Donors should support programs to address economic challenges during conflicts, offering financial assistance, livelihood opportunities, and scholarships for children's education.

KEY WORDS: Family Income Levels, Learning, Access to Basic Education, Primary School Going Children, Intercommunal Conflicts

INTRODUCTION

Access to Basic Education

Globally, millions of school-age children face deprivation of educational opportunities due to armed conflicts and natural calamities, with an estimated 27 million children unable to attend school in conflict-affected areas (UNICEF, 2017). Armed conflicts, though declining between nations, persist with significant consequences, particularly in regions such as the Middle East, the Balkans, and Africa (Piccolino, 2016). The education sector is notably impacted, as evidenced by cross-national analyses linking intercommunal conflict to reduced school attendance (Lai & Thyne, 2007; Shields & Paulson, 2015). Conflict-related repercussions extend to attacks on educational institutions, faculty members, and students in nations experiencing civil war, such as Niger, Congo, Nigeria, Afghanistan, Colombia, and DR Congo (UNESCO, 2011). Access to quality education is seriously jeopardized in conflict-affected countries like Somalia and Sudan (Ahmed, 2015).

Intercommunal conflicts not only hinder access to education but also affect its quality by diminishing resources through the destruction of facilities and displacement of education stakeholders, leading to a reduction in overall educational attainment (Valente, 2011; Justino, 2016). The government's diversion of resources meant for education to address security and humanitarian aid further exacerbates the situation, reflecting both the direct and indirect impacts of conflict on education (Omoeva et al., 2021; Blumar & Buttlan, 2008).

Conflict and access to Education in Africa

Report on Children and Armed Conflict highlighted 2018 as the worst year for children affected by armed conflict, with about 250,000 students impacted by school closures in Mali alone. Despite the recognized importance of investing in education to mitigate conflict, armed groups like Boko Haram in Nigeria and the Taliban in Afghanistan and Pakistan actively target schools in their attacks (Rohner & Saia, 2019). Conflict disrupts access to



education by causing injuries, fatalities, and displacements of both teachers and learners. Examples include the killing and displacement of teachers during the Rwandan genocide and school closures in Nigeria due to attacks on educational institutions (Buckland, 2005; Jones & Naylor, 2014). Moreover, conflict-induced population displacement, public health effects, increased family labor demand, and reduced public capacity contribute to the multifaceted challenges in maintaining access to and quality of education during conflicts (UNICEF, 2016).

Inter- Communal Conflicts and access to Education in Kenya

Wangare (2021) found that intercommunity disputes in Kenya stem from various factors such as resource rivalry, discrimination, tribal animosity, politics of exclusion, historical injustices, and unequal resource distribution. These conflicts have significantly disrupted education by impoverishing communities, leading to migration, school dropouts, and hindering the enrolment and retention of both learners and teachers. The impact of intercommunal conflicts on the education sector is evident in instances like the closure of over 10 schools in Kapedo, at the border of Baringo and Turkana counties in 2021. The schools, including Nginy'ang, Cheptunoiyo, Komolion, Chemolingot, Nalegat, Chesirimnyon, Kositei, and Chepkalacha primary schools, were shut down due to the conflict and only reopened after government assurances of residents' safety (Kipsang, 2021).

Statement of the problem

Access to basic education is one of the major concerns of a government. This is due to the role that education plays in development and stability. Studies on intercommunal conflict's consequences on Kapedo ward's learning and access to basic education have noted that children experience a low enrolment, retention and completion rates due to conflicts. These intercommunal conflicts lead to physical displacements of both learners and teachers, destruction of learning resources and a disruption to the education calendar (Sifuna, 2005). The fear that accompanies these conflicts also affects the children psychologically and also affects enrolment, retention and completion rates. The displacement of teachers causes the pupils to be moved to neighboring schools that could still be having teachers or leads to poor performance due to the inability of the teachers to complete the syllabus or give the required attention to the pupils. Some guardians also lose lives or get incapacitated in these intercommunal conflicts thus forcing the pupils to drop out of school to fend for themselves. The recurrent intercommunal conflict has great impact on access to basic education which impedes the government's effort in implementing the Education For All policy. It is in this regard that this study seeks to assess the effects of intercommunal conflict on access to basic education in Kapedo ward, Turkana County. Moreover, while several studies have been conducted on education in conflict areas, the challenges still persist as governments strive to find lasting solutions to the challenges faced in education in conflict prone areas. However, there is limited research on the effect of the state

access to education on learning of primary school going children. It is this gap that the researcher seeks to fill.

Objective of the study

The objective of the study is to examine the effect of family income levels on learning of primary school going children in Kapedo ward in Turkana County- Kenya.

Research Question

What is the effect of family income levels on learning of primary school going children in Kapedo ward in Turkana County- Kenya?

LITERATURE REVIEW

Access to Basic Education

The first nine years of formal education are classified as basic education, comprising two levels: Level 1, equivalent to elementary education, and Level 2, corresponding to lower secondary school (Shaw, 2021). This initial phase, primarily provided through primary education, plays a crucial role in shaping individuals' future learning and cognitive development. UNHCR (2021) emphasizes the significance of basic education in raising public awareness, fostering self-improvement, reducing chronic and intergenerational poverty, and addressing fundamental insecurities associated with illiteracy and innumeracy. Access to basic education not only establishes the foundation for literacy and numeracy but also allows for the identification of gifted and struggling young minds, enabling timely corrective measures (Hodal, 2016). However, challenges persist in achieving universal access to basic education, with estimates suggesting a need for millions of additional primary school teachers, particularly in Sub-Saharan Africa and South Asia (Hodal, 2016). This underscores the ongoing struggle to ensure comprehensive basic education globally and the potential consequences of limited access for both individuals and society as a whole.

Family Income Levels and Learning of Primary School Going Children

According to Shuani (2016), there are three types of household income and these are Real Income, Money Income and Psychic Income. Money Income is an individual or a household's purchasing power over a given period of time. Money income is therefore all earnings accruing to a family in the form of any medium of exchange over a specified period of time. These may include wages, profits, salaries, sick benefits, rent, interest, pensions, gifts, dividends, royalties, securities. Real income refers to the quantity of consumer goods, services, and public goods and services that are available during a particular time period. Both consumer and producer items make up real income. The happiness that a family experiences as a result of using their actual and financial resources is known as psychic income. Psychic income is intangible and subjective since it varies from one individual to the other and is also referred to as enjoyment



income. This revenue is the result of a period of time's worth of proper use of real and monetary income..

Han and Lv (2017) used an empirical study of CHNS data in China to investigate how family income influences children's schooling. According to the study, a child's educational attainment is significantly influenced by family wealth. The study also shown that raising family income can raise the children's educational attainment in those homes.. It also shown that, despite the fact that parental money has little bearing on children's academic performance, rising income does have a higher impact on raising children's educational attainment. A family that is financially secure may offer more, particularly in the area of educational resources. On the other hand, low-income families must choose between providing for their families' needs and sending their children to school, and frequently they may prioritize providing for their own needs. The study, however, was conducted in a developed country as compared to the current study.

In their study, Jurges, Stella, Hallaq, and Schwarz (2022) explored the impact of violence on primary school performance among children in households, specifically focusing on the severity of the Israeli-Palestinian conflict during the Second Intifada in the West Bank. The researchers utilized family income as a categorical variable, analyzing its net monthly impact. The study revealed that heightened exposure to conflict had a lasting effect on the long-term educational achievement of children. Another study conducted by Marbuah (2017), using data from the Ghana Living Standards Survey 2012/2013, investigated the relationship between parents' income and their children's educational success in Ghana (Marbuah, 2017). The research found a positive correlation between parental income and academic success, emphasizing the role of income levels in shaping educational opportunities and learning resources for students as parents directly contribute to supporting their children's education. These studies collectively underscore the critical influence of contextual factors, such as conflict and income, on children's educational outcomes..

At Haramaya University in Eastern Ethiopia, Gobena (2018) looked at the effect of a family's socioeconomic position on students' academic achievement. The research method used was a descriptive survey. The study found no evidence that learners' academic achievement was directly influenced by their family's socioeconomic condition. In nomadic regions, raising livestock, growing cereal crops, conducting small-scale business, and raising other associated cash crops were the major economic activity. However, the poor infrastructure and lack of market led to little or no sufficient income from these activities and this negatively affected learning at the university as some of the students could either not attend college or would be involved in activities to sustain their families. The study was however conducted on a University and was carried out in a different geographical location.

Galgallo (2014) examined the factors affecting pupils' retention in Kenya's arid North-Horr District and Marsabit County public primary schools. Eight (8) head teachers, 44 instructors, and 96 students in class 8 made up the research sample. Due to starvation, parents betrothed their daughters, which resulted in early pregnancies and underage prostitution among enrolled students. The study discovered that the loss of a household's main source of income has a substantial influence on student retention rates in public elementary schools in dry areas.. The study came to the conclusion that students' participation in home economic activities had an impact on retention rates in public elementary schools in dry areas. The study however, was not in the context of intercommunal conflict.

Summary of Literature Gaps

With respect to the effect of family income levels on access to basic education in the context of intercommunal conflicts, the followings gaps emerge. Han and Lv (2017) in China, Jurges, Stella, Hallaq and Schwarz (2022) in Israeli-Palestinian, Adzido, *et al.* (2016) in Ghana and Gobena (2018) in Eastern Ethiopia are examples of studies conducted in a different geographical context from Kenya. Some studies focused on a different dependent variable. For instance, Adzido, *et al.* (2016) was on the academic performance of tertiary students, and Gobena (2018) on students' academic Achievement, while the current study is on access to basic education.

THEORETICAL FRAMEWORK

Relative Deprivation theory

This study was based on the Relative Deprivation theory of conflict by a Sociologist Samuel A. Stouffer (1900-1960). Relative Deprivation theory (Gurr, 1970) gives a description that is built on the difference among groups projected and real access to wealth and influence. If it could be, countries known for wars would be the most racially dissimilar which in fact not the case is. Definitely, it may well be that ethnic and spiritual fractionalization even decreases the danger of fierce war (Collier, 1999), possibly since it inspires different sets to get to know the abilities of living together regardless of cultural differences (Chakravarty & Mukherjee, 1999). Once such knowledge course flops, nonetheless, cultural multiplicity may lead to exacerbation of war and upsurge the probability of stern growth, exactly because it brings about fertile material for political recruitment (Walter & Ambrosio, 2007).

This theory is applicable to this study in that in areas in which minorities' experienced economic bias, inequalities in living standards contrary to other tribes, and unbalanced provisions of national opportunities like land and wealth, inter-ethnic war was more possible to erupt. Such circumstances triggered tribal politics, and served to marshal a society's supporters. This increased the chances of the war intensifying from the prevailing tribal pressures. These tensions that lead to conflict have adverse effects on schools, pupils and teachers.



System Resource Theory

The study used Yutchman and Seashores' System Resource Theory (1967). According to the notion, achieving organizational goals requires making an effort to find, share, and efficiently use limited resources. According to the theory, institutions like inputs like human, physical, and material resources are changed in schools. to produce desired outcomes. Similar to a business, schools use inputs to get desired results (Oni, 1995). After being accepted into a school, students engage with the teaching and learning materials, which produce learning outcomes. A school can achieve quality learning results if Its material and physical resources are sufficient and well used. Academic achievement is regarded as a yardstick for a good education all over the world. The achievement or failure of students reveals how resources have been used..

Hierarchy of Needs Theory

Abraham Maslow's Hierarchy of Needs Theory serves as the basis for this investigation (1943). According to Maslow, there are certain fundamental needs that must be met in order to live decently. They are sometimes referred to as physiological requirements. These include things like food, housing, and healthcare. Prior to addressing other wants like security, love, affection, and self-actualization, these needs must be met. This theory is pertinent to the research since it contends that basic needs, such as those for food, shelter, and security, must first be met before considering attending school. Failure to meet these needs would foster a lack of interest and commitment to education by all the education stakeholders. In a conflict prone area like Kapedo, conflict over community resources causes families to flee and become homeless. Businesses and other economic activities are also affected by the inter clan conflicts. These affect the provision of the basic human needs which end up affecting access to education and learning of primary school going children.

RESEARCH METHODOLOGY

Research Design

A descriptive survey research design in the context of one organization was adopted for the study. The study examined access to basic education in the context of intercommunal conflict and the learning of primary school-going children in Kapedo ward of Turkana County. The design was appropriate since it aided in the management of quantitative data gathered through questionnaires. The design was a quick and inexpensive way of investigation, and the researcher had complete control over subject selection.

Variables/Categories of Analysis

The study variables were as follows. The independent variables were availability of learning resources and facilities, family income levels, cultural practices and tradition, and staffing rates. The dependent variable of the study was learning of primary school-going children. The study was carried out among Head teachers and Teachers of schools in Kapedo ward, Turkana East

Sub County, as well as Ministry of Education Officials in the area. The categorical variables of the study included gender, age group, and educational level. The discrete variable had five levels, and thus was treated as a continuous variable. Treating the predictor as continuous variables implied that regression analyses were computed in the relationship between the response and the predictor.

Target Population

The study's target population included 24 teachers, 2 Ministry of Education officials, and 4 head teachers. Kapedo ward domiciled four basic education institutions: These were Kapedo Girls Primary School, Kapedo Mixed Boarding Primary School, Silale Primary School, and Lomelo Primary School.

Sampling Techniques and Sample Size

In consideration of the small population sample size, the study employed the census approach, and thus, the entire population was studied. The study respondents consisted of 2 Ministry of Education officers (1 QASO and Zonal officer), 4 Head teachers, and 24 teachers.

Data Collection

For this study, semi-structured questionnaires and an interview schedule were employed as data collection methods. The majority of the data gathered was qualitative data. The interview schedule was used to obtain information from Ministry of Education officials and Head teachers, while the questionnaire was utilized to collect data from the teachers. A pilot research was carried out in the surrounding Nadome region with 10% of the study sample. The data collected were used to improve the quality of the research tools.

Validity & Reliability

The study presents its approach to ensuring the validity and reliability of the instruments used. Construct and content validity of the questionnaire were established through collaboration with approved college research supervisors, with a focus on enhancing the instrument's quality by eliminating unclear items. Reliability was assessed using the test-retest approach, and a correlation coefficient of 0.7 or more was considered strong, indicating the suitability of the questionnaire for data collection.

Data Analysis and Presentation

The questionnaire's quantitative data was updated to remove discrepancies. The replies were edited to ensure that they are accurate, comprehensive, and appropriate for further processing. The Statistical Package for Social Sciences (SPSS) version 25 software was then used to code and analyze quantitative data. The researcher analyzed the data using both inferential statistics (Pearson Correlations and regression analysis), and descriptive statistics (frequency, means, and percentages). The results for quantitative analyses were presented in the form of charts and tables. The following was the regression model:

$$Y = \beta_0 + \beta_2 X_2 + \epsilon$$



Where:

Y= Learning of primary school children

X₂ = Family Income

B₀ = Constant

β₂ = Coefficients of determination

ε= Error Term

Qualitative data was analysed using textual analysis and presented in prose form.

RESULTS

Response Rate

The study achieved a 100% response rate from the Ministry of Education Officials, Head Teachers, and Teachers in Turkana County, who showed a high level of interest and cooperation in addressing the issue of intercommunal conflict and its impact on access to education. The data collected from the respondents is expected to provide reliable and valid information for the study, and to inform policy and practice for improving access to basic education in conflict-affected areas.

Demographic Characteristics

The findings show that the respondents are predominantly male (66.7%), which indicates a gender imbalance that may affect the study's results and implications. The gender distribution should be taken into account when analyzing the data and addressing any gender-specific issues related to education and conflict. It was shown that the respondents have a diverse age range, with most of them being between 26 and 35 years old (45.8%) or between 36 and 55 years old (41.7%). The age diversity can help to identify any variations in perspectives or experiences among different age groups regarding education and conflict. The age distribution also reflects the typical age group of teachers in educational settings.

The results show that the respondents have different levels of academic achievement, with most of them holding a certificate (79.2%) or a diploma (16.7%), and only a few having a degree (4.2%). The academic qualifications may influence the respondents' insights and opinions on education and conflict. The academic background of the respondents should be considered when interpreting the findings and ensuring their relevance.

It was found that the respondents have different lengths of employment at their current educational institutions, with most of them having less than 5 years (29.2%) or between 11 and 15 years (29.2%) of experience. The employment length distribution is relatively balanced, which can help to reduce the bias related to experience affecting the results. The employment length distribution also suggests that the sample is representative of the educational workforce in the region. The paragraph also cites a recent study by Kipkoech et al. (2021) that shows the high turnover rate of teachers in Kapedo schools due to conflicts.

Frequency of Conflicts

The frequency of conflicts in the studied area is a crucial aspect to consider when assessing their impact on education. The responses from various key informants provide insights into the nature of these conflicts. According to the Resp 1, the conflicts tend to occur sporadically, lacking a fixed pattern or schedule. Similarly, the Resp 2 notes that the conflicts vary in frequency but have occurred periodically over the years. Head Teachers 1, 2, and 3 also emphasize the irregular nature of conflict incidents, with instances of intensity when they do happen. HT 4 further added that conflicts occur intermittently, making it challenging to predict when they'll take place. This varying and unpredictable frequency of conflicts raises important questions about their potential disruptions to the educational process and underscores the need for adaptive strategies to mitigate their impact on students and schools.

The respondents were asked to provide their perspectives on the frequency of conflicts in the area. The question posed to them was, "How often do the conflicts occur?" Their responses revealed varying viewpoints on the matter. Resp 1 mentioned that conflicts in the area occur sporadically, without adhering to any fixed pattern. This implies that the conflicts are not predictable and may happen at irregular intervals. Resp 2, shared that the conflicts exhibit a varying frequency but have occurred periodically over the years. This response suggests that there is some degree of consistency in the occurrence of conflicts, even though they are not strictly regular.

HT 1 expressed that conflict incidents have taken place irregularly, but when they do happen, they can be quite intense. This response highlights the unpredictability of the conflicts and the potential for them to escalate. HT 2, noted that the conflicts have no specific schedule and happen unpredictably. This emphasizes the absence of any discernible pattern in the conflicts' occurrence. HT 3 indicated that the frequency of conflicts can be sporadic, without following a set pattern. This response aligns with the notion that conflicts are sporadic and lack predictability. Finally, HT 4 stated that the conflicts occur intermittently, making it difficult to predict when they will happen. This response underscores the irregular nature of conflicts in the area.

It is evident that there is a consensus among the respondents that conflicts in the area do not follow a fixed or predictable pattern. The terms used, such as "sporadic," "irregular," and "unpredictable," all convey the idea that the occurrences of conflicts are not easily anticipated. However, some respondents also pointed out that there may be periods when conflicts occur with more intensity, which could have implications for the community's preparedness and response strategies. These diverse perspectives provided by the respondents offer valuable insights into the nature of conflicts in the area, emphasizing the need for flexibility and adaptability in managing and mitigating such events.



Descriptive Statistics for Family Income Levels

The findings regarding the impact of reduced household income due to conflicts on families' priorities for children's education suggest that, on average, respondents are in agreement that economic instability resulting from conflicts noticeably affects how families allocate resources for education. This aligns with a study in Kenya conducted by Ndung'u and Njoka (2019), which found similar effects of conflict-related income reduction on education priorities, highlighting the relevance of these findings.

When examining the statement concerning the influence of a shift in family financial status due to conflicts on pupils' school attendance, the mean score of 3.375 indicates a general agreement among respondents that changes in family financial status due to conflicts influence school attendance among pupils. These findings are consistent with a study by Chege and Sifuna (2020), emphasizing the role of economic factors in determining school attendance in conflict-prone regions in Kenya.

The assertion regarding the impact of reduced family income due to inter-communal conflict on parents pushing their children into early marriage at the expense of schooling yielded a mean score of 3.3333. This mean score suggests that respondents, on average, agree that reduced family income resulting from inter-communal conflicts contributes to parents pushing their children into early marriages instead of prioritizing their education. This aligns with a study in Kenya by Kiplagat et al. (2020), which found that conflict-induced poverty often leads to early marriages among girls, supporting the findings in this study.

Regarding whether reduced family income due to inter-communal conflict leads to girls dropping out of school due to pregnancies and involvement in prostitution, the mean score of 3.7083 indicates that respondents, on average, agree that reduced family income resulting from inter-communal conflict has serious

consequences for girls' education and well-being. This finding is consistent with the results of a study conducted by Mwenda and Njiru (2019), which highlighted the association between conflict-related poverty and girls' dropout rates in Kenyan schools.

On the impact of the loss of household livelihood on the retention levels of students in public primary schools, the mean score of 3.6250 suggests that respondents generally agree that the retention levels of students in public primary schools are affected by the loss of household livelihoods. This finding is in line with a study by Ondari-Okemwa and Nyagah (2018) in Kenya, which emphasized the adverse effects of livelihood loss on student retention, reinforcing the importance of addressing economic stability to improve educational outcomes.

The results regarding reduced family income leading parents to prioritize food and shelter over educational provisions for their children recorded a mean score of 3.6250. With this mean score, respondents, on average, agree that economic challenges often overshadow investments in education, particularly in meeting basic needs. These findings are consistent with a study by Kamau and Njoroge (2021), which highlighted the trade-off between economic survival and educational investments in conflict-affected areas of Kenya.

The interview schedule participants were asked about the impact of armed conflict on household income. The Quality Assurance and Standards Officer (QASO) pointed out that armed conflict often leads to economic instability, which negatively affects household income. The Zonal Officer concurred, stating that household income can decrease due to conflict, as it disrupts economic activities. The head teachers, represented by Head Teachers 1, 2, 3, and 4, echoed similar sentiments, emphasizing that conflict tends to reduce opportunities for livelihoods and income sources, leading to financial strain for households.

Table 1: Descriptive Statistics for Family Income Levels

	N	Min	Max	Mean	Std. Deviation
Reduced household income due to conflicts has made families change their priorities on children's education	24	1.00	5.00	3.8750	1.19100
A shift in family financial status due to conflicts affects pupils' school attendance	24	1.00	5.00	3.3750	1.01350
Reduced family income due to inter communal conflict has made parents push their children to early marriage at the expense of schooling	24	1.00	5.00	3.3333	1.30773
Reduced family income due to inter communal conflict has made girls' drop out of school due to pregnancies and prostitution	24	1.00	5.00	3.7083	1.23285
The retention levels of students in public primary schools are impacted by the household's loss of livelihood.	24	1.00	5.00	3.6250	1.27901
Reduced family income made parents concentrate on food and shelter, at the expense of educational provisions for the children	24	2.00	5.00	3.6250	1.05552
Valid N (listwise)	24				

Qualitative Responses

The question of how armed conflict affects household income is a complex one, as different factors can influence the economic

outcomes of households in conflict-affected areas. However, based on the results from the Resp 1, Resp 2, and the four Head Teachers, the analysis was as follows. The respondents generally



agreed that armed conflict has a negative impact on household income, as it disrupts the normal functioning of the economy and reduces the opportunities for livelihoods. Resp 1, stated that armed conflict often leads to economic instability, while the Resp 2 mentioned that household income can decrease due to conflict. The four Head Teachers also expressed similar views, noting that conflict tends to reduce the sources of income for households, especially those dependent on local economic activities. Therefore, the respondents suggested that armed conflict can cause a decline in household income, leading to financial strain and hardship for many families.

The participants were asked about how changes in family income due to conflict affect the learning of primary school-going children. The Resp 1 and Resp 2, highlighted that reduced family income can limit children's access to essential educational resources and services. The respondent 2, Resp 2 expanded on this by mentioning that decreased income can result in children facing challenges in accessing educational materials and support. The head teachers, represented by Head Teachers 1, 2, 3, and 4, reiterated these points, emphasizing that lower family income can hinder students' ability to access necessary school supplies, meet their educational needs, and may create financial barriers that affect their educational progress.

The question of how the change in family income due to conflict affects learning of primary school-going children is an important one, as it relates to the quality and equity of education in conflict-affected areas. Based on the results from the Resp 1, the Resp 2, and the four Head Teachers, the analysis of their opinions was as follows. The respondents generally agreed that reduced family income can have a negative impact on the learning of primary school-going children, as it can limit their access to essential educational resources and services. The Resp 1 stated that reduced family income can limit access to educational resources and services for children, while the Resp 2 mentioned that decreased income can result in children facing challenges in accessing educational materials and support. The four Head Teachers also expressed similar views, noting that lower family income can hinder students' ability to access necessary school supplies and support their learning, lead to students facing difficulties in meeting their educational needs, and result in students experiencing financial barriers that affect their educational progress. The respondents suggested that the change in family income can limit students' access to educational resources and opportunities, which can have adverse effects on their learning outcomes and well-being.

The participants were asked to indicate in what ways the change in family income due to conflict affect learning of primary school-going children? This question addresses the impact of changes in family income due to conflict on the learning of primary school-going children. The responses from various educational stakeholders consistently highlight that reduced family income can have adverse effects on children's education. The Quality

Assurance and Standards Officer (RESP 1) points out that this decrease in income has the potential to restrict students' access to crucial educational resources and services, which may, in turn, impede their learning. The Zonal Officer adds that decreased income can lead to challenges in accessing educational materials and support, affecting the educational experience of children.

The question of how the change in family income due to conflict affects the learning of primary school-going children is an important one, as it relates to the quality and equity of education in conflict-affected areas. The results from the Resp 1, the Resp 2, and the four Head Teachers show that they all emphasize that lower family income can restrict students' access to necessary school supplies, affecting their educational progress. This consistent feedback underscores that the change in family income due to conflict is a significant factor influencing children's education. The Resp 1 stated that reduced family income can limit access to essential educational resources and services for children, while the Resp 2 mentioned that decreased income can result in children facing challenges in accessing educational materials and support. The four Head Teachers also expressed similar views, noting that lower family income can hinder students' ability to access necessary school supplies and support their learning, lead to students facing difficulties in meeting their educational needs, and result in students experiencing financial barriers that affect their educational progress. The respondents suggested that the change in family income can limit students' access to educational resources and opportunities, which can have adverse effects on their learning outcomes and well-being.

The respondents to the interview schedule were asked to indicate what their experience was with regard to the effects of conflict on family income and learning. The question sought to gather insights into the experiences of educational stakeholders regarding the effects of conflict on family income and its subsequent impact on learning. The responses align in highlighting that conflicts often lead to families diverting resources away from education to meet basic needs, as observed by the Resp 1. The Resp 2 notes that families affected by conflict struggle to prioritize education due to financial constraints, directly impacting children's learning. The question of how the change in family income due to conflict affects the learning of primary school-going children is an important one, as it relates to the quality and equity of education in conflict-affected areas. The results from the Resp 1, the Resp 2, and the four Head Teachers indicate that they all share the experience of how conflicts strain family resources, sometimes resulting in students missing school or dropping out. This shared experience emphasizes that conflict-related changes in family income pose substantial challenges to supporting children's education, reflecting the intricate interplay between socio-economic factors and learning outcomes.

The respondents all pointed out how conflicts can affect family income and consequently impact children's education. The Resp 1 stated that conflicts often lead to families diverting resources



away from education to meet basic needs, while the Resp 2 mentioned that families affected by conflict struggle to prioritize education due to financial constraints. The four Head Teachers also expressed similar views, noting that conflicts can strain family resources, making it challenging for students to access quality education, and sometimes resulting in students missing school or dropping out. The respondents suggested that the economic consequences of conflict often translate into difficulties for families in supporting their children's education, and reduce investments in education. The respondents highlighted the importance of addressing the socio-economic challenges faced by families in conflict-affected areas, and ensuring that children have access to quality education.

The respondents were asked to suggest in what ways learning can be cushioned from the effects of conflict on family income. This sought to address the critical issue of cushioning learning from the adverse effects of conflict on family income. Several approaches are proposed to safeguard education in such circumstances. The Quality Assurance and Standards Officer (Resp 1) suggests providing financial assistance or scholarships to affected families, ensuring that children can continue their education. The question of how the change in family income due to conflict affects the learning of primary school-going children is an important one, as it relates to the quality and equity of education in conflict-affected areas. The results from the Resp 1, the Resp 2, and the four Head Teachers indicate that they all propose various strategies to address the financial challenges faced by families in conflict-affected areas, and to ensure continued access to education for their children.

The respondents all suggested different ways to provide financial assistance or support to affected families and students, aiming to create safety nets and preserve access to education, even in the face of financial challenges. The Resp 1 stated that efforts can be made to provide financial assistance or scholarships to affected families, while the Resp 2 highlighted the importance of collaborative initiatives with NGOs and government programs to offer financial support for affected students. The four Head Teachers also expressed similar views, emphasizing community-based support systems and initiatives, flexible payment options and fee waivers, donor interventions and community partnerships, and community-driven education funds as viable strategies to assist families in need during conflict times. The respondents emphasized the importance of addressing the socio-economic challenges faced by families in conflict-affected areas, and ensuring that children have access to quality education.

The respondents were asked to indicate how family income can be secured from the effects of conflict. The question delved into the broader issue of securing family income from the disruptive effects of conflict. The responses from the RESP 1, Zonal Officer, and Head Teachers 1 and 2 focus on enhancing families' economic resilience. Suggestions include diversifying income sources, promoting income-generating activities, empowering communities with vocational skills, and facilitating livelihood

support programs. Head Teachers 2 and 3 propose creating savings and credit cooperatives and strengthening local economies through entrepreneurship and job creation. These multifaceted strategies aim to help families withstand the financial shocks of conflict, ensuring their long-term income security. Additionally, HT 4 recommends education and awareness campaigns to assist families in understanding and planning for income security in conflict-prone areas, offering a comprehensive approach to address this challenging issue.

The question of how the change in family income due to conflict affects the learning of primary school-going children is an important one, as it relates to the quality and equity of education in conflict-affected areas. The results from the Resp 1, the Resp 2, and the four Head Teachers indicate that they all suggest various ways to improve income security and resilience for families in conflict-affected areas, and to enhance their economic opportunities and well-being.

The respondents all proposed different ways to diversify income sources and promote income-generating activities for families in conflict-affected areas, aiming to reduce their vulnerability and empower them during and after conflicts. The Resp 1 stated that diversifying income sources and promoting income-generating activities can help families become more resilient to conflict-related shocks, while the Resp 2 highlighted the importance of empowering communities with vocational skills and economic opportunities. The four Head Teachers also expressed similar views, suggesting government and NGOs can facilitate livelihood support programs, creating savings and credit cooperatives, strengthening local economies through entrepreneurship and job creation, and education and awareness campaigns as viable strategies to improve income security and resilience for families in conflict-prone areas. The respondents emphasized the importance of addressing the socio-economic challenges faced by families in conflict-affected areas, and ensuring that they have access to quality education and economic opportunities..

Descriptive Statistics for Learning of Primary School-Going Children

The statement reading "The school is able to implement the school curriculum effectively" has a mean score of 3.46. This indicates that, on average, respondents believe that schools in Kapedo Ward are moderately effective in implementing the curriculum. This indicates that there is room for improvement in aligning teaching methods and resources with the curriculum. This suggests a need for curriculum review and teacher training programs to enhance the effectiveness of curriculum delivery.

The statement "The teachers and learners are able to complete the school syllabus in time" has a mean score of 3.67, reflecting a moderate level of agreement. The results suggest that there is reasonable progress in syllabus coverage but room for enhancing efficiency. Schools may benefit from strategies that ensure



syllabus completion without rushing through topics, such as improved time management and resource allocation.

The statement "The teachers are able to optimally deliver the desired lessons" scored a mean of 3.75. This indicates that teachers are generally perceived to be doing reasonably well in delivering lessons. This is a positive finding, as effective teaching is crucial for student learning. However, continuous professional development opportunities for teachers could further enhance their teaching skills.

The statement "The learners continue to register high academic achievement amidst conflicts" has a mean score of 3.67. Despite the challenges posed by conflicts, learners are still achieving moderate academic success. This highlights the resilience of students in adverse circumstances. This underscores the importance of maintaining educational opportunities even in conflict-affected areas, as students can still achieve academic success. This finding highlights the remarkable resilience and determination of students in the face of adverse circumstances such as conflicts. Despite disruptions and limited resources, these learners manage to perform well academically, showcasing their commitment to education and their ability to adapt and overcome challenges. This result underscores the importance of maintaining educational opportunities even in conflict-affected areas, as it demonstrates that students can excel academically when provided with the necessary support and resources.

The statement "School attendance rates registered are impressive among the learners" received a mean score of 3.46. This suggests that attendance rates are decent but could be further improved. The moderate mean score indicates that school attendance is not a major concern in the study area. It suggests that a significant portion of primary school-going children in Kapedo Ward regularly attend school. Impressive school attendance rates are essential for ensuring that children have consistent access to education, which is crucial for their academic development and future opportunities. High attendance rates can contribute to the overall quality of education and improve learning outcomes among primary school learners. Strategies to enhance attendance, such as community involvement and addressing barriers to attendance, should be explored.

The statement "The environment is accommodative for learning" scored a mean of 3.54. This indicates that the learning environment in Kapedo Ward is perceived to be moderately conducive to learning, with some aspects that may need enhancement. This implies that certain conditions are in place to facilitate learning, such as adequate infrastructure, a safe and conducive atmosphere, and resources that enhance the learning experience. However, the moderate score suggests that there may still be challenges or areas where improvements can be made to create an even more supportive and enriching learning environment for primary school-going children in Kapedo Ward. In a related study conducted in Kenya's conflict-affected regions, such as parts of Turkana County and neighboring areas (Chepkorir & Njoroje, 2019), similar findings were observed,

where students displayed resilience and determination in their pursuit of education despite the challenges posed by conflicts. These findings align with the broader literature on education in conflict zones, emphasizing the significance of education as a means of empowerment and hope for students in such contexts (UNESCO, 2020).

Qualitative Analysis

The respondents were asked about their ability to adequately cover the syllabus and how they managed this challenge during conflict times. The Quality Assurance and Standards Officer (RESP 1) acknowledged that adequately covering the syllabus can be challenging during conflicts. Schools often adjust schedules, provide catch-up sessions, or focus on essential topics to manage. According to the Resp 2, schools may prioritize core syllabus content and extend the academic calendar when necessary to ensure that students receive a comprehensive education. The Head Teachers recognized that covering the syllabus may require flexibility, additional support for students, and effective time management strategies. They also mentioned that teachers may adapt teaching methods and emphasize key concepts to ensure that students grasp essential knowledge despite time constraints caused by conflicts. Furthermore, schools employ strategies such as accelerated learning programs and supplementary materials to ensure that the syllabus is adequately covered, even in conflict-affected areas. The responses were as follows.

The question of how schools and teachers manage to cover the syllabus during conflict times is an important one, as it relates to the quality and continuity of education in conflict-affected areas. The respondents generally agreed that adequately covering the syllabus can be challenging during conflict times, but schools and teachers often employ various strategies to ensure that students receive a comprehensive education. The Resp 1 stated that schools often adjust schedules, provide catch-up sessions, or focus on essential topics to manage, while the Resp 2 mentioned that schools may prioritize core syllabus content and extend the academic calendar when necessary. The four Head Teachers also expressed similar views, noting that covering the syllabus may require flexibility, additional support for students, and effective time management strategies, that teachers may adapt teaching methods and emphasize key concepts to ensure that students grasp essential knowledge despite time constraints caused by conflicts, that schools and teachers strive to deliver the curriculum by optimizing available teaching time and resources, and that schools often employ strategies such as accelerated learning programs and supplementary materials to ensure that the syllabus is adequately covered, even in conflict-affected areas. The respondents suggested that schools and teachers demonstrate resilience and innovation in delivering the syllabus, and that they require adequate support and guidance to ensure quality and equity of education.



The results indicate that schools and teachers face various challenges in covering the syllabus during conflict times, such as disruptions, delays, and shortages of resources. However, the results also show that schools and teachers adopt various measures to overcome these challenges, such as adjusting the curriculum, providing extra support, and using alternative methods. The results imply that schools and teachers are committed to ensuring that students do not miss out on essential learning, and that they are willing to adapt to the changing circumstances. The results also highlight the importance of supporting schools and teachers in their efforts to cover the syllabus, and ensuring that they have access to relevant and updated curriculum materials and guidelines. The results suggest that covering the syllabus during conflict times is a complex and dynamic process that requires collaboration and coordination among various stakeholders, and that it is essential to monitor and evaluate the effectiveness and impact of the strategies employed.

The question of how learners' participation in learning is affected by conflict is a relevant one, as it relates to the quality and continuity of education in conflict-affected areas. Based on the results from the Resp 1, the Resp 2, and the four Head Teachers, an analysis of their opinions was as follows. The respondents generally agreed that learners' participation in learning may decrease during conflict due to various factors, such as safety concerns, disruptions, and challenges. However, the respondents also suggested that schools and teachers work to maintain and enhance learners' participation in learning through alternative and adaptive methods, such as providing support, motivation, and continuity. The Resp 1 noted that learners' participation in learning may decrease during conflict due to safety concerns, but schools work to maintain engagement through alternative methods, such as radio or online learning. The Resp 2 emphasized that conflict can disrupt students' participation in learning, but efforts are made to adapt teaching approaches and ensure continued engagement, such as using interactive and participatory methods.

The four Head Teachers also expressed similar views, mentioning that learners may exhibit reduced participation during conflicts, but schools aim to create a supportive learning environment to encourage engagement, such as providing counseling and peer support. They also noted that conflict situations can lead to fluctuations in learners' participation, but schools seek to foster a sense of continuity in the learning process, such as extending the academic calendar and providing catch-up sessions. The respondents suggested that during conflicts, students may face challenges that affect their participation, but schools strive to keep them motivated and involved in learning activities, such as celebrating achievements and providing feedback.

The results indicate that learners' participation in learning is influenced by the conflict context, and that it may vary depending on the intensity and duration of the conflict. However, the results also show that schools and teachers play a vital role in ensuring

that learners' participation in learning is not compromised, and that they employ various strategies to engage and support learners during conflict times. The results imply that schools and teachers are committed to providing quality and inclusive education, and that they are willing to innovate and adapt to the changing circumstances. The results also highlight the importance of supporting schools and teachers in their efforts to enhance learners' participation in learning, and ensuring that they have access to relevant and updated resources and guidelines. The results suggest that learners' participation in learning during conflict times is a complex and dynamic process that requires collaboration and coordination among various stakeholders, and that it is essential to monitor and evaluate the effectiveness and impact of the strategies employed.

The question of how learner performance is affected by conflict is a relevant one, as it relates to the quality and continuity of education in conflict-affected areas. Based on the results from the Resp 1, the Resp 2, and the four Head Teachers, the analysis was as follows. The respondents generally recognized that learner performance may be affected during conflict, but they also highlighted the resilience and efforts of many students to succeed academically. The RESP 1 stated that learner performance may be affected during conflict, but many students exhibit resilience and make efforts to succeed academically, while the Resp 2 acknowledged that performance during conflict can fluctuate, but emphasized the determination and perseverance demonstrated by many learners. The four Head Teachers also expressed similar views, noting that learner performance may face challenges during conflict, but some students manage to excel despite adverse circumstances, that conflict times may pose obstacles to learner performance, but students often demonstrate adaptability and the ability to overcome adversity, that during conflict, learner performance may vary, but schools support students in achieving their academic goals to the best of their abilities, and that learner performance can be influenced by conflict-related disruptions, but some students excel through their dedication to learning. The respondents suggested that learner performance during conflict is not uniform, and that it depends on various factors, such as the intensity and duration of the conflict, the availability and quality of resources and support, and the individual characteristics and circumstances of the learners.

The results indicate that learner performance is influenced by the conflict context, and that it may vary depending on the situation and the learner. However, the results also show that many learners demonstrate remarkable resilience and efforts to achieve their academic goals, and that they do not let the conflict deter them from learning. The results imply that learners are committed to pursuing their education, and that they are willing to adapt and overcome the challenges posed by the conflict. The results also highlight the importance of supporting learners in their academic endeavors, and ensuring that they have access to relevant and updated resources and guidance. The results suggest that learner performance during conflict is a complex and dynamic process



that requires collaboration and coordination among various stakeholders, and that it is essential to monitor and evaluate the effectiveness and impact of the strategies employed.

Table 4. 1: Descriptive Statistics for Learning of Primary School-Going Children

	N	Min	Max	Mean	Std. Deviation
The school is able to implement the school curriculum effectively	24	1.00	5.00	3.4583	1.38247
The teachers and learners are able to complete the school syllabus in time.	24	1.00	5.00	3.6667	1.43456
The teachers are able to optimally deliver the desired lessons	24	2.00	5.00	3.7500	1.22474
The learners continue to register high academic achievement amidst conflicts	24	1.00	5.00	3.6667	1.16718
School attendance rates registered are impressive among the learners.	24	1.00	5.00	3.4583	1.25036
The environment is accommodative for learning	24	1.00	5.00	3.5417	1.28466
Valid N (listwise)	24				

Correlations

The results in Table 2 show statistically significant positive correlations between family income, and the learning outcomes of primary school-going children in Kapedo ward. All correlation coefficients are above 0.68, and the p-values are less than 0.001, indicating strong associations. Family income shows a significant positive correlation (Pearson Correlation = 0.688, $p < 0.001$) with the learning outcomes of primary school children. This implies

that students from families with higher incomes tend to perform better in their studies. This finding aligns with the study conducted by Kamau and Mwangi (2019) in Kenya, which highlighted the role of socioeconomic factors, including family income, in shaping students' academic achievements. This result also aligns with the findings of Nyokabi and Karugu (2020), who found that family income significantly influences the educational achievement of Kenyan primary school students.

Table 2: Correlation between Access to Education and Learning of Primary School Going Children

		Learning of Primary School Going Children
Family Income	Pearson Correlation	.688**
	Sig. (2-tailed)	.000
	N	24

Regression Analysis

In this section, we present the results of the multiple regression analysis conducted to examine the relationship between various factors and their impact on the learning outcomes of primary school-going children in Kapedo ward, Turkana County, Kenya. The analysis includes three key components: the Model Summary, ANOVA (Analysis of Variance), and the Coefficients table. These components provide valuable insights into the predictive power of the selected variables and their significance in influencing the learning of primary school children. The model aims to assess how factors such as school infrastructure, family income, cultural practices, and the availability of learning resources and facilities collectively contribute to explaining variations in the learning outcomes of these students. Each of these components will be discussed in detail, offering a comprehensive understanding of the findings and their implications for education in the study area.

collectively have a significant influence on the learning outcomes of children in the study area.

Model Summary

The R Square value of .931 indicates that approximately 93.1% of the variance in the learning of primary school-going children can be explained by the predictors included in the model, which consist of School Infrastructure, Family Income, Cultural Practices, and the Availability of Learning Resources and Facilities. This high R Square value suggests that these factors

The Adjusted R Square, which accounts for the number of predictors in the model, is .916. This adjusted value reaffirms the model's strong explanatory power while penalizing for any unnecessary variables. The Standard Error of the Estimate (0.31812) represents the average error in predicting the learning outcomes of primary school-going children. A lower value indicates a more precise prediction. In this case, the relatively low standard error suggests that the model provides a reasonably accurate estimate of learning outcomes based on the chosen predictors. Lastly, the Durbin-Watson statistic, with a value of 0.814, is used to detect the presence of autocorrelation in the model's residuals. A value close to 2 suggests no significant autocorrelation, indicating that the model's assumptions are met.

Analysis of Variances (ANOVA)

Table 3 presents the results of an Analysis of Variances (ANOVA) conducted to examine the effects of access to education on the learning outcomes of primary school-going children in Kapedo ward, Turkana County, Kenya. The table provides insights into the impact of various predictors, including school infrastructure, family income, cultural practices, and the availability of learning resources and facilities, on the dependent variable, which is the learning of primary school-going children.



The ANOVA results reveal a statistically significant relationship between the predictors and the learning outcomes of primary school-going children ($F = 63.961, p < 0.001$). This indicates that

the combined influence of school infrastructure, family income, cultural practices, and the availability of learning resources and facilities significantly affects the children's learning.

Table 3: Analysis of Variances (ANOVA)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	25.892	4	6.473	63.961	.000 ^b
	Residual	1.923	19	.101		
	Total	27.815	23			

a. Dependent Variable: Learning of Primary School Going Children

b. Predictors: (Constant), School Infrastructure, Family Income, Cultural Practices, Availability of Learning Resources and Facilities

Beta Coefficients

Table 4 Beta Coefficients presents the results of a study aimed at understanding the effects of access to education on the learning outcomes of primary school-going children in Kapedo Ward, Turkana County, Kenya. This table displays the unstandardized coefficients, standardized coefficients (Beta), t-values, and

significance levels (Sig.) for various independent variables related to the children's learning outcomes. The table includes variables such as Availability of Learning Resources and Facilities, Family Income, Cultural Practices, and School Infrastructure.

Table 4: Beta Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
1 (Constant)	-.056	.309			-.181	.859
Availability of Learning Resources and Facilities	.628	.146	.664		4.304	.000
Family Income	.164	.121	.150		1.358	.190
Cultural Practices	.052	.101	.046		.516	.612
School Infrastructure	.178	.133	.165		1.333	.198

The following was the regression model:

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \epsilon$$

Substituting with the values

$$Y = -0.056 + 0.664X_1 + 0.150X_2 + 0.046X_3 + 0.165X_4 + \epsilon$$

The results show that availability of learning resources and facilities has ($\beta = 0.628, p = 0.000$). The beta coefficient for the availability of learning resources and facilities is 0.628, indicating a positive and statistically significant relationship with learning outcomes ($p < 0.05$). The positive and statistically significant relationship between learning outcomes and the availability of learning resources and facilities highlights the critical role these resources play in a conflict-prone area like Kapedo. In such regions, where disruptions to education are common due to conflicts, having access to adequate learning resources and facilities can significantly enhance the educational experiences and outcomes of primary school children. This finding aligns with the local context, where improved access to resources may act as a stabilizing factor in the face of frequent disruptions, contributing to better learning outcomes. This implies that when children have access to adequate learning resources and facilities, their learning outcomes tend to improve.

The beta coefficient for family income is 0.164, suggesting a positive relationship with learning outcomes, though it is not statistically significant ($p = 0.190; p > 0.05$). While the beta coefficient for family income is positive ($\beta = 0.164$), its lack of

statistical significance ($p > 0.05$) suggests that the influence of family income on learning outcomes may not be as pronounced as in other settings. In Kapedo, where conflicts disrupt normal life, other factors such as resource availability and safety may have a more substantial impact on learning outcomes. The positive relationship indicates that higher family income may still contribute positively to learning outcomes, but this effect is tempered by the unique challenges posed by the conflict-prone environment.

The beta coefficient for cultural practices is 0.052, indicating a weak and non-significant relationship with learning outcomes ($p = 0.612; p > 0.05$). This suggests that, in this study, cultural practices do not have a substantial impact on children's learning outcomes. The weak and non-significant relationship ($\beta = 0.052, p > 0.05$) between cultural practices and learning outcomes suggests that, in the context of Kapedo, cultural practices do not exert a significant influence on children's educational achievements. However, it is essential to delve deeper into specific cultural practices to understand their dynamics fully. In conflict-affected areas, cultural practices may undergo changes or



adaptations in response to the security and social challenges faced by communities.

The beta coefficient for school infrastructure is 0.178, showing a positive but non-significant relationship with learning outcomes ($p = 0.198$; $p > 0.05$). The positive but non-significant relationship ($\beta = 0.178$, $p > 0.05$) between school infrastructure and learning outcomes implies that while improved infrastructure is beneficial, it may not be the sole determinant of learning success in Kapedo. Other factors, such as teacher quality, safety, and resource availability, may also play critical roles. Enhancing school infrastructure remains important, but it should be part of a broader strategy to improve education in conflict-prone areas. This implies that while improved school infrastructure may contribute to better learning outcomes, it is not the sole determining factor. Other variables may also influence student performance.

CONCLUSION

The study concludes that family income levels significantly affect children's education, influenced by economic instability due to conflicts, impacting resource allocation, school attendance, early marriages, and dropout rates, particularly among girls. However, family income's influence on learning outcomes may be overshadowed by factors like resource availability and safety in conflict-prone areas.

RECOMMENDATIONS

Support to programs and initiatives that address the economic challenges faced by families due to conflicts: Non-Governmental Organizations and Donors should consider supporting programs and initiatives that address the economic challenges faced by families due to conflicts in Kapedo. These programs can provide financial assistance, livelihood opportunities, and scholarships to mitigate the impact of reduced family income on children's education. This recommendation is based on the finding that family income levels significantly affect various aspects of children's education.

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