

**THE EFFECTS OF ARMED CONFLICT ON ACADEMIC PERFORMANCE IN
PRIMARY SCHOOL EDUCATION IN UGANDA: A CASE OF OBALANGA**

SUB-COUNTY - AMURIA DISTRICT

BY

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DECLARATION

I Proscovia Murungi, declare that this is the original work of my own and that, it has never been submitted to any other institution for any award either in full or partial. Throughout the work, I have acknowledged all sources used in its compilation.

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ACRONYMS

ACDO	-	Assistant Community Development Officer
AFP	-	Agency France Press
BOGs	-	Board of Governors
CAAF	-	Children Affected by Armed Forces
CAR	-	Central African Republic
CVI	-	Content Validity Index
DEO	-	District Education Officer
DRC	-	Democratic Republic of Congo
ECD	-	Early Childhood Development
EFA	-	Education for All
ESSP	-	Education Sector Strategic Plan
FGD	-	Focus Group Discussion
GOU	-	Government of Uganda
HIV/AIDS	-	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
IDMC	-	Internally Displaced Monitoring Centre
IDPs	-	Internally Displaced Persons
IRIN	-	Integrated Regional Information Networks
LRA	-	Lord's Resistance Army
MATW	-	Matthews International Cooperation
MDGs	-	Millennium Development Goals
NET	-	Net Enrolment Rate
NGO/CSOs	-	Non Governmental Organization/Civil Society Organizations
PLE	-	Primary Leaving Examination

PTA	-	Parents Teachers Association
PTSD	-	Post-Traumatic Stress Disorder
SMC	-	School Management Committee
UN	-	United Nations
UNEB	-	Uganda National Examination Board
UNESCO	-	United Nations Education, Scientific and Cultural Organization
UNHCR	-	United Nations High Commissioner for Refugees
UNICEF	-	United Nations International Children’s Emergency Fund
UNRWA	-	United Nations Relief and Works Agency
UPE	-	Universal Primary Education
USAID	-	United States Agency for International Development
USCR	-	United States Committee for Refugees

ABSTRACT

The study examined the effects of armed conflict on academic performance in primary school education in Obalanga sub-county, Amuria district in Uganda. The study was guided by the following objectives; to assess the effect of infrastructural destruction on academic performance, to assess the effect of displacement on academic performance and to examine the effect of abduction. A case study design was used and both qualitative and quantitative methods were used in the study. This study targeted 191 respondents with a response rate of 135 respondents. The major data collection methods used included, focus group discussion, questionnaires and interview. Data generated was analyzed through the statistical methods and tabulated in percentages for the case of quantitative data and qualitative data generated and analyzed to get meaning. Qualitative data analysis mainly consisted of a descriptive statistics (frequencies and percentages) and inferential statistics (Pearson correlation coefficient) while content analysis was also used to analyze qualitative data. Findings revealed a moderate positive relationship between infrastructural destruction and academic performance which implied that further infrastructural destruction led to further decline in academic performance. There was a weak positive relationship between displacement and academic performance which implied that displacement of families does not have a significant effect on academic performance and a weak positive relationship between abduction and academic performance meaning increased abduction of pupils led to further decline in academic performance in primary education qualifying the hypotheses. The study found out that the major factors affecting academic performance were infrastructural destruction and abduction. The key recommendations were; rehabilitation of the education deliverables like schools, health centers, teachers houses and human rehabilitation especially those suffering from the post conflict effect.

CHAPTER ONE

GENERAL INTRODUCTION

1.1. Introduction

This chapter presents background of the study, statement of the problem, purpose of the study, research objectives, research questions, research hypothesis, and conceptual framework, significance of the study, justification of the study, scope of the study and operational definitions of key concepts.

The study was about the effects of armed conflict on academic performance in primary education in Obalanga sub-county Amuria district in Uganda. It aimed at examining the following objectives; effect of infrastructural destruction on academic performance, effect of displacement on academic performance and effect of abduction on academic performance in primary education in Obalanga sub-county. Armed conflict was an independent variable whose dimensions included infrastructural destruction, displacement and abduction while performance was dependent variable measured in terms of pass rate, ability to read and write and ability to do mental work.

1.2. Back ground to the study

1.2.1. Historical Background

Violent armed conflict is one of the most important development challenges facing the world today. Although the incidence of civil wars has decreased in recent years (Harbom and Wallensteen 2009), the legacy of violence persists across many countries around the world, especially in Africa, Caucasia, the Balkans, and the Middle East. The economic, political and social consequences of civil wars are immense. War displaces population, destroys capital and infrastructure, disrupts schooling, damages the social fabric, endangers civil liberties, and creates health and famine crises. Almost 750,000 people die as a result of armed conflict each

year (Geneva Declaration Secretariat 2008), and more than 20 million people were internally displaced by civil wars at the end of 2007 (UNHCR 2008). Any of these effects will have considerable consequences for long-term development outcomes, including the educational attainment of populations exposed to violence.

For the past three decades, conflict has undermined development in northern Uganda. The last two decades have witnessed a particularly brutal civil conflict between the Lord's Resistance Army (LRA) and the Government of Uganda (GOU). Thousands have lost their lives, millions have lost their homes, and only the very fortunate few have escaped the resulting crippling poverty. Northern Ugandan children have suffered the brunt of much of these problems. Children were targeted for abduction into the LRA and the vast majority of northern Ugandan children have either missed out on their primary education or had its quality performance severely disrupted (Meredith McCorma, 2008).

In the last decades, almost three-quarters (3/4) of all countries in Sub-Saharan Africa (SSA) have been affected by armed conflicts (Gleditsch *et al.*, 2002). Situations of conflict are often considered to be one of the most important factors in the deterioration of education. For example, Akresh and de Walque (2008) demonstrate the strong negative impact of Rwanda's genocide on children's schooling, with exposed children not completing their education, resulting in an 18.3% decline in school completion. In the first place, children are often the first victims of wars: Bird (2007) underlines that two million children have died in the past decade as a consequence of armed conflict within the SSA region, and six million more have been injured or permanently disabled. In addition, as O'Malley (2010) points out, education, as one of the more visible institutions in the civil society, is often targeted by the belligerent parties in countries affected by military conflict. In many cases, an attack on the educational system represents an attack on the state. Conversely, certain states or paramilitary

organizations may target academics in order to neutralize real or imagined opponents. In some contexts, there is also a phenomenon of youth recruitment into armed militias (child soldiers, May 2011).

The displacements caused by wars also reduce children's enrollment in school. In 2009, 27 Million people worldwide were displaced, including 11.6 million people in 21 African countries (Internally Displaced Monitoring Centre, 2010). Evidently, such events entail more drastic effects in Africa, as some countries in the region have education participation indicators which are among the lowest in the world. In 2007, in SSA the Net Enrollment Rate (NER) was approximately 72% (UNESCO, 2010). Some countries, like Eritrea or Niger, did not even reach the 50% level. On average, the literacy rate in SSA was measured at 60%, but in Chad or Sierra Leone, it did not exceed 40% of the total population. In the same year, 72 million children worldwide were not attending school, of which 32 million lived in SSA. Since the beginning of the 2000's, and in spite of the fact that African countries have expanded primary enrollments, rapidly developing current trends have illustrated a probable failure to reach Universal Primary Education (UPE) for 2015 (Easterly, 2009).

Uganda's path to independence was also littered with human rights abuses stemming from political leadership and the military incursions employed to seize power by different presidents. These abuses, in combination with unequal distributions of ethnic groups in military and government exacerbated tensions and fueled rebellion. The education system has also not received the same levels of attention and success as the rest of Uganda. Access to quality education has been adversely affected by lack of infrastructural development in the northern region partly due to insecurity (GOU, 2008). The education system in the north also suffers because of loss of livelihoods, displacement of populations, and the general disruption of education services during conflict. These conflicts have had devastating consequences on the north and north east of Uganda. The death and displacement of population in combination

with cattle rustling has obliterated the North's sources of income, mainly livestock and agriculture (GOU, 2008).

As a result of conflict, many rural schools were destroyed, although the exact number is difficult to ascertain due to poor documentation. According to GOU, (2008), young girls, in particular, began dropping out of school to either work at home or to become married, often at a very early age. Such marriages brought much needed income to families in the form of dowries. The conflicts caused the destruction of infrastructure including schools, health facilities. In Uganda, due to devastating effects of rebel activities, a few in the north and north east have escaped without psychological trauma and many returned LRA abductees, in particular, suffer from social and behavioral problems that limit their access to and participation in society. According to MOES (2001-2010), from 2004-2011, only 29 pupils scored first grade in Obalanga sub-county i.e. Obalanga (02), Opot (27) and Alito (0) primary schools (*Ref: appendix 4*).

1.2.2. Theoretical background

The study is theorized on the Conflict Theory (Ludwig gumplowicz, 1838-1909), which states that society or an organization functions so that each individual participant and its groups struggle to maximize their benefits, which inevitably contributes to social change such as political changes and revolution. While Conflict Theory successfully describes instances where conflict occurs between groups of people for a variety of reasons, it is questionable whether this represents the ideal human society. Although some theorists such as Karl Marx have claimed that growth and development occur through the conflict between opposing parties, cooperation is also a source of healthy growth. It needs to be determined under such situations if any , conflict is necessary to produce change, as compared to those under which cooperation and harmony lead to the greatest advanced society is externally in conflict. It is in

the interests of those who have wealth to keep and extend what they own, where as it is in the interests of those who have little or no wealth to try to improve their lot in life. Conflict theory seeks to catalogue the ways in which those in power seek to stay in power causing unequal distribution of power and resources. There should be competition over scarce resources which are at the heart of all social relationships. Competition rather than consensus is characteristic of human relations, structural inequality where by inequalities in power and reward is built into social structures. Individuals and groups that benefit from any particular structure strive to see it maintained, revolution where change occurs as a result of conflict between social class's competing interests rather than through adaption and war which is a unifier of the societies involved, as well war may set an end to whole societies.

During conflict there is asset and infrastructure destruction which affects school attendance and hence learning doesn't take place and this affects overall performance. Armed conflict causes displacement of populations which affects learning either positively and negatively. Positively in that if learners find a conducive learning environment where they are displaced to and negatively if there are no learning opportunities. Armed conflict leads to Abduction of children and adults. When children are abducted, their education is interfered with and may not be able to catch up with the rest of the children depending on the period of abduction and when their parents are abducted, they are left in the hands of relatives who may not be willing to provide basic needs like education, food, shelter and medical to these children and thus affecting academic performance.

The report used works of Ralf Dahrendorf (1929) theory which states that, conflict will vary by its level of intensity and violence. Conflict intensity refers to the amount of costs and involvement. The cost of conflict is rather intuitive; it refers to the money, life, material, and infrastructure that are lost due to conflict. It was further guided by Skinner (1929) theory of behaviorism which asserts that, learning is manifested by change in behavior. Second, the

environment shapes behavior. Third, the principles of contiguity (how close in time, two events must be bond to be formed) and reinforcement (any means of increasing the likelihood that an event will be repeated) are central to explaining the learning process and consequently, an environment littered with such catastrophes like displacement, abduction of pupils, traumatic incidences caused by armed conflict.

This theory was advanced by Max Weber (1864–1920) who asserts that conflict didn't overwhelmingly involve the economy, but that the state and economy together set up conditions for conflict. He argued that, during violent armed conflicts, assets get lost or destroyed through heavy fighting and looting. These include houses, land, labour, utensils, cattle, livestock and other productive assets. The very poor are likely to be the worst affected. Of central importance to Weber's scheme was the notion of legitimation. All systems of oppression must be legitimized in order to function. Thus, legitimation is one of the critical issues in the idea of conflict .Weber also saw that class is more complex than Marx initially supposed, and that there are other factors that contribute to social inequality, most notably status and party (or power). A view Dahrendorf agrees with that, there is one primary resource in society: power struggle, which the researcher feels has a direct bearing to the objectives of this research (destruction of infrastructure, abduction and displacement).

1.2.3. The conceptual background

This study was conceptualized basing on the idea that societies are defined by inequality that produces conflict, rather than which produces order and consensus. This conflict based on inequality can only give birth to unequal distribution of power and resources in the society which in turn results to armed conflict typical of presenting grave effects on the growth of children in various aspects of life like psychological disorders, childhood education discourse, and health related infernos Alan Sears' (2008). Mills (2006) observes that armed conflict is

not only responsible for directly killing and injuring civilians through infliction from weapons, but it also has widespread indirect health effects, indirect deaths and injury usually caused by the degeneration of social, economic, and health conditions in conflict affected areas (Geneva Declaration, 2008).

Karl Marx (1818–1883), the founding father of Conflict Theory finds a correlation between education and conflict. He holds the view that; the educational system often screens out poorer individuals, not because they are unable to compete academically, but because they cannot afford to pay for their education. Because the poor are unable to obtain higher education, they are generally also unable to get higher paying jobs, and, thus, they remain poor. Such an arrangement translates into a vicious cycle of poverty triggering conflict. More over in situations of armed conflict, children do not only lose their childhood and opportunities for education and development- in different ways they also suffer from displacement (Karl Marx, 1818–1883).

The study was therefore conceptualized basing on the idea that armed Conflict represents a major impediment for the realization of Education For All (EFA) program and subsequently goal 6 which seeks to improve the quality of education as articulated in the Millennium Development Goals (MDGs) 2 and 3 which talk about achieving universal primary education and promote gender equality and empower women. In fact, over half of the world's primary-aged children out of school are estimated to live in conflict-affected fragile states (Nicolai 2008, 27). Given that armed conflicts vary in duration, intensity and localization, educational systems may be affected in different ways. In line with the above, the 2003 LRA incursion of Teso sub-region saw Obalanga sub-county as the first sub-county to be attacked by the LRA inflicting severe damage because this was the entry point to Teso sub-region with evidence of mass graves at Obalanga sub-county, displacement of thousands to the neighboring districts, mass destruction of infrastructure and atilt in the education sector. In the 2000s, NGOs that

work with former child soldiers reported that the average age of abductees continued to get younger and younger as the conflict drew on. The report further asserts that, more and more children who were barely nine and ten were being kidnapped both girls and boys. Because of all these atrocities committed by the LRA, many children dropped out, access to schools became a nightmare with a tilt to academic performance and this affected their enrolment in the researcher's area of study and called for an urgent need to study the effects of armed conflict on academic performance in primary education with a focus to Obalanga sub-county (Fida international, 2008).

1.2.4. Contextual background

Between 1996 and 2006, over 1.7 million Ugandans were forced to move away from their homes into makeshift camps. Since 2009, these displaced Ugandans have been returning to their homes, some after having lived in the IDP camps for more than a decade. Many are seriously traumatized (child protection, 2012). The Communities particularly in the border regions of the affected sub- counties like Obalanga and Kapelebyong live with the daily threat of abduction, displacement and death as it was the case with Aboke and Lwala girls. Although in northern Uganda people have now left the IDP camps and returned to their homes, people still face challenges around rebuilding their lives especially in terms of fixing the gaps that were created by the armed conflict on education, health and infrastructure among others. While there is a growing consensus that armed conflict has a devastating effect on education outcomes. There is little literature documented on the effects of armed conflict on academic performance in Uganda especially in Obalanga sub-county. This study therefore aimed at assessing the effect of infrastructural destruction by armed conflict on academic performance, displacement of families due to armed conflict and the abduction of pupils as a result of armed conflict to academic performance in the researcher's area of study.

1.3. Statement of the problem

The national policy for Internally Displaced Persons of Uganda states that the Ministry of Education and sports (M.O.Es) and local governments shall ensure that Internally Displaced Person's particularly displaced children have the same access to education as children elsewhere in Uganda where by classroom ratio is 1:40, desk to pupil ratio of 1: 3, and text book ratio to pupil ratio of 1: 3. (GOU, 2008). Special efforts shall be made by responsible authorities to ensure full and equal participation of women and children in Educational programs and the M.O.Es and local governments will ensure special provision of scholastic materials, teacher, staff and incentives in the overall operation of Education programs.

Due to armed conflict in Northern and Eastern Uganda, an alternative was provided in IDPs camps where the Ugandan government mandated establishing makeshift schools called "learning centers" inside the camps. Such learning centers, along with most village schools struggled to stay intact while facing discouraging challenges. These overcrowded facilities lacked basic hygiene, including water and latrines, along with collapsed school management systems, inadequate instructional materials, inadequate sitting facilities and widespread trauma among students, teachers and parents (Lynd, 2007). These conditions significantly had a negative effect on academic performance in this area as seen from the total enrollments of pupils tending to fluctuate in pace with variable degrees of insecurity at any given time. While the national completion rate of primary school in Uganda is 54% the completion rate in the north is only 13.7 % (GOU, 2013).

However, In the ten years since the adoption of the Education for All (EFA) goals in Dakar, Senegal in 2000, a few regions of the world have shown remarkable gains toward meeting the six EFA goals by 2015 as the 2010 EFA Global Monitoring Report states, there are still many countries that remain far from achieving their commitments (UNESCO 2010a, 10). Conflict

represents a major impediment for the realization of the EFA and Millennium Development Goals (MDGs), especially for the universal completion of primary education and gender equality in primary and secondary education (Buckland 2005, 1). In fact, over half of the world's primary-aged children out of school are estimated to live in conflict-affected fragile states (Nicolai 2008: 27).

Scholars like Lynd (2007) have argued that, academic performance in war tone areas is affected throughout the education curriculum; they seem not to be clearly bringing out the effects of destruction of infrastructure, displacement of population and abduction on academic performance in primary education in Obalanga sub-county.

1.4. The purpose of the study

The purpose of this study was to examine the effects of armed conflict on academic performance in primary school education with a focus on Obalanga sub-county in Amuria district.

1.5. Objectives

1. To assess the effect of infrastructural destruction by armed conflict on academic performance in Obalanga sub-county.
2. To assess the effect of displacement of families by armed conflict on academic performance in primary education in Obalanga sub-county.
3. To examine the effect of abduction by rebels due to armed conflict on pupils academic performance in Obalanga sub-county.

1.6. Research questions

1. What are the effects of infrastructural destruction by armed conflict on academic performance in primary education in Obalanga sub-county?

2. How does displacement of families due to armed conflict affect academic performance in Obalanga sub-county?
3. How does abduction of pupils through armed conflict affect academic performance in Obalanga sub-county?

1.7. Hypothesis

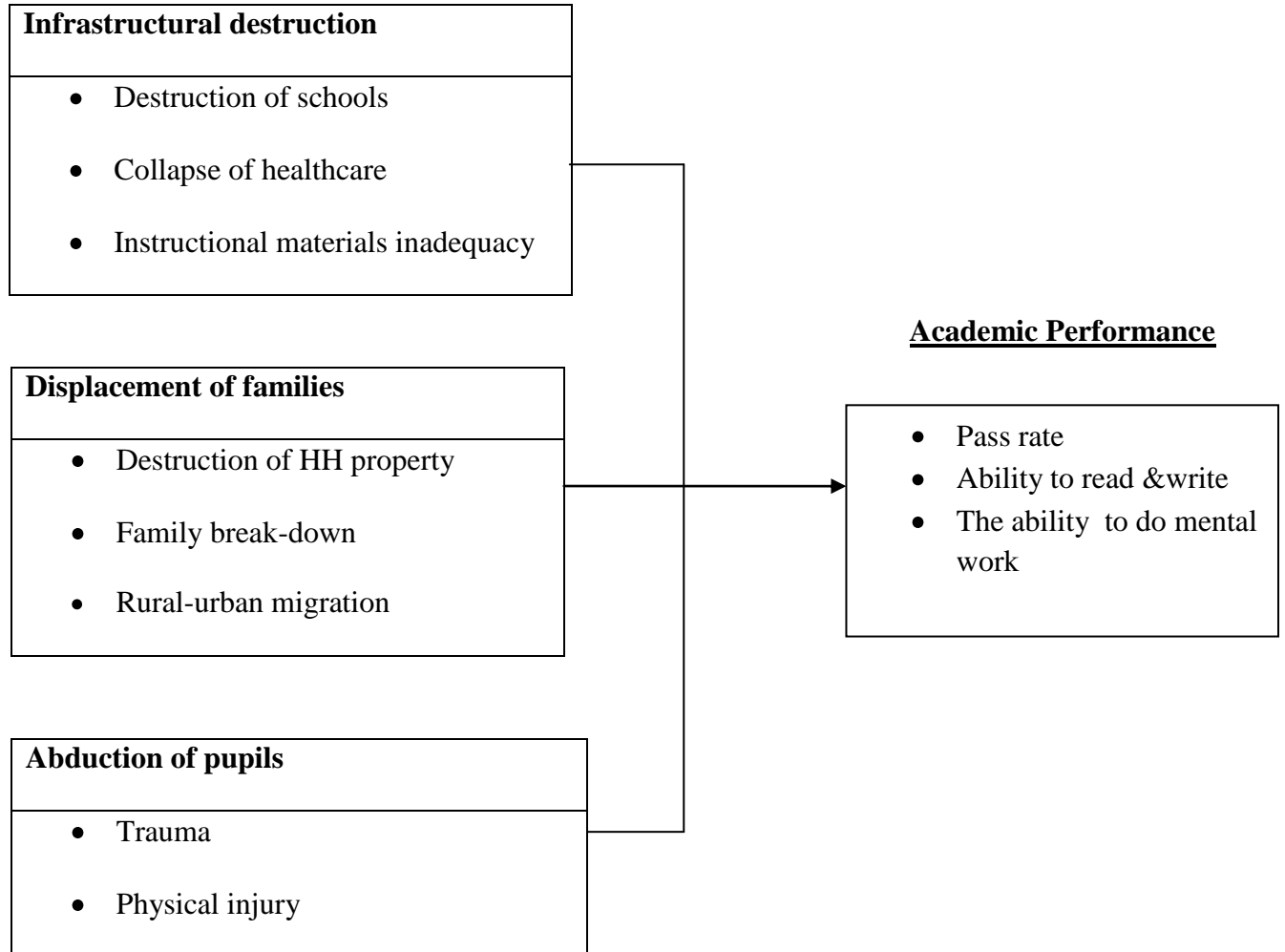
1. Infrastructural destruction by armed conflict significantly affects academic performance in primary education.
2. Displacement of families by armed conflict significantly hinders academic performance in primary education.
3. Abduction of pupils through armed conflict significantly affects pupils' quality of academic performance at primary level.

1.8. Conceptual framework

Independent variables

Dependent variable

Armed conflict



Source: by researcher guided by Ezewu (1998). FIG: 1, conceptual framework showing the correlation between armed conflict and academic performance in primary education.

According to figure: 1 above, the researcher undertook to study the relationship between the independent variable, “armed conflict” as a causal effect of infrastructural destruction, displacement of families and the abduction of pupils by the warring parties and its subsequent effect on the dependent variable “academic performance” as measured by the pass rate, ability to read and write and ability to do mental work.

The framework envisaged hypothesizing the linkage between the sub variables like destruction of schools and household property, health care system, effects of trauma, and rural-urban migration among others on the level of pass rates and quality of performance in primary education in the researcher’s area of study and as supported by Mills (2006), who observes that, Armed conflict is not only responsible for directly killing and injuring civilians through infliction from weapons, but it also has widespread indirect health effects, degeneration of social, economic, and academic conditions.

1.9. Significance of the study

The study has provided an explanation on how destroyed schools, health care system and inadequate instructional materials will be fixed to be able to harness the required outcome for the betterment of academic performance in this war ravaged area. The researcher was also convinced that, findings from this study would also be used by government and other stakeholders to provide a policy framework on the provision of quality primary education to those victims of armed conflict within and without the area of study and above all, add on the already existing knowledge on the subject of study.

1.10. Justification of the study

Whereas there was a growing consensus that armed conflict has a devastating effect on education outcomes, not much has been brought out on what levels in the Sub-Saharan Africa (SSA), for example, Akresh , de Walque (2008) demonstrating the strong negative

impact of Rwanda's genocide on children's schooling, there was little literature documented on the effects of armed conflict on academic performance with regard to Primary Leaving Examinations in Uganda and specifically there was hardly any literature on the effects of armed conflict in north eastern Uganda and particularly Obalanga sub-county. And while Mills (2006) points out that, conflict based on inequality can only give birth to unequal distribution of power and resources in the society which in turn results to armed conflict typical of presenting grave effects on the growth of children in various aspects of life like childhood education discourse, he too fell short of giving evidence on the nature of effect that it has on academic performance of pupils.

This study therefore aimed to assess the effect of infrastructural destruction by armed conflict on academic performance in PLE, displacement of families due to armed conflict and the abduction of pupils as a result of armed conflict to academic performance in PLE in Obalanga sub-county.

1.11. The scope of study

1.11.1. Time scope

The study on the effects of armed conflict on primary education focusing on Obalanga sub-county will concentrate on generating data within the period of study between 2003-2010. This period was strategically selected owing to the fact that, the first set of primary seven leavers who benefited from the 1997 universal primary education policies are expected to join the next level of education. This period also focused on the time of the LRA incursion of the researcher's area of study and hence, helping to measure the retention and completion rates among others in the researcher's area of study.

1.11.2. Geographical scope

Obalanga sub-county is located in the north western part of Amuria district, also located in north-eastern Uganda and bordered by Katakwi in the East, Soroti in the South, Kaberamaido in the West and Napak and Alebtong in the North. The district total area is estimated at 2,613 square kilometres (666,086.123 Acres, 2,695,613,617.663 M²; 269,565 Ha.) with a specific population distribution in the researcher's area of study (Development plan, 2012). Owing to the fact that, study aims at examining the effect of armed conflict on academic performance, Obalanga sub-county is found suitable due to the fact that, it went through a high intensity of conflict as emanating from the incursion of the LRA rebels and also the Uganda people's Army(UPA) rebel attacks.

Content scope

This study was about the effects of armed conflict on academic performance in primary education in Obalanga sub-county Amuria district in Uganda. It aims at examining the following objectives like assessment of the effect of abduction by rebels on pupil retention and completion, an analysis of the effects of displacement on the performance of children and the assessment of the effect of infrastructural destruction on academic performance framework in Obalanga sub-county.

It examined the inter-linkages that do exist in the area of trauma, physical injury involving the abducted children. It further seeks to explain the effects of rural –urban migration, destruction of homes and property, family breakdown and the destruction of infrastructure like schools, healthcare services among others. The study hypothesis that, abduction of pupils by rebels hinders pupils' retention and completion rates, displacement of families having an effect on the performance in primary education and that, Infrastructural destruction impacts negatively on the academic performance of pupils in primary schools.

1.12. Operational definition of key concepts

Abduction: Forceful act of capturing members of community by armed parties for purposes of armed engagement.

Academic performance: The rate at which pupils pass their primary exams measured by the ability to read, write, retention and completion.

An armed conflict: A contested incompatibility which concerns government and/or territory where there is use of armed force between two parties.

Completion: Child being admitted to primary one and going through the seven years of their primary education having successfully sat for PLE.

Displacement: This refers to the internal forceful relocation of the populace due to armed conflict.

Education: Is government and non-government sponsored primary formal schooling in a classroom setting.

Local leaders: These are members elected or appointed to be charged with the responsibility of the affairs of the community in question on behalf of the community.

School dropout: An act of withdrawing or stopping to learn with exception of lawful stoppage.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This chapter reviewed related literature on the concept of armed conflict on academic performance mainly on primary education of the children in war ravaged areas. The chapter contains the theoretical and conceptual reviews of literature. It particularly looked at the following objectives; destruction of infrastructure, displacement of families and abduction of pupils by parties involved in armed conflict.

2.2. Theoretical review

The report is based on the Conflict Theory (Ludwig Gumplowicz, 1838 -1909), which states that society or an organization functions so that each individual participant and its groups struggle to maximize their benefits, which inevitably contributes to social change such as political changes and revolution. While conflict theory successfully describes instances where conflict occurs between groups of people for a variety of reasons, it is questionable whether this represents the ideal human society. Although some theorists such as Karl Marx have claimed that growth and development occur through the conflict between opposing parties, cooperation is also a source of healthy growth.

It needs to be determined under such situations if any, conflict is necessary to produce change, as compared to those under which cooperation and harmony lead to the greatest advanced society is externally in conflict. It is in the interests of those who have wealth to keep and extend what they own, whereas it is in the interests of those who have little or no wealth to try to improve their lot in life. Conflict theory seeks to catalogue the ways in which those in power seek to stay in power causing unequal distribution of power and resources

There should be competition over scarce resources which are at the heart of all social relationships competition rather than consensus is characteristic of human relations, structural inequality where by inequalities in power and reward is built into social structures. Individuals and groups that benefit from any particular structure strive to see it maintained revolution where change occurs as a result of conflict between social class's competing interests rather than through adaption and war which is a unifier of the societies involved, as well war may set an end to whole societies. Conflict theory offers a useful lens within which to analyze society. The theory explains the enmity between the rich and poor within any society which enmity could be expressed emotionally, verbal or physically (International Crisis Group, 2004).

This study uses the theory of Max Weber who states that conflict didn't overwhelmingly involve the economy, but that the state and economy together set up conditions for conflict of central importance to Weber's scheme is the notion of legitimation. All systems of oppression must be legitimated in order to function. Thus, legitimation is one of the critical issues in the idea of conflict .Weber also saw that class is more complex than Marx initially supposed, and that there are other factors that contribute to social inequality, most notably status and party (or power). Weber's three systems of stratification: class, status, and power. Conflict theorists generally see power as the central feature of society, rather than thinking of society as held together by collective agreement concerning a cohesive set of cultural standards, as functionalists do (International Crisis Group, 2004).

The destruction of infrastructure and academic performance is explained by Dahrendorf theory, According to Dahrendorf, conflict will vary by its level of intensity and violence. Conflict intensity refers to the amount of costs and involvement. The cost of conflict is rather intuitive; it refers to the money, life, material, and infrastructure that are lost due to conflict.

Involvement refers to the level of importance the people in the conflict attach to the group and its issues.

The unequal distribution of each scarce resource produces potential conflict between those who control it and those who don't. Dahrendorf argues that there is one primary resource in society: power struggle, which the researcher feels has a direct bearing to the objectives of this research (destruction of infrastructure, abduction and displacement). Like Keen (1998) argues that, armed civil conflicts take place because there is something worth fighting for. Some groups and individuals will benefit from violence through looting, redistribution of assets during conflict and privileged access to market and political institutions for those that 'win' the conflict or support winning groups during the conflict.

Skinner (1929) , destruction of infrastructure, abduction of pupils and displacement were also guided by Behaviorism as a theory which developed loosely including the work of such people as Thorndike, Tolman, Guthrie and Hull who suggest what characterizes the learning process, hence academic performance. According to the theory, learning is manifested by change in behavior. Second, the environment shapes behavior. Third, the principles of contiguity (how close in time, two events must be bond to be formed) and reinforcement (any means of increasing the likelihood that an event will be repeated) are central to explaining the learning process and consequently academic performance.

Skinner (1929) seems to suggest in the case of these study objectives that, these are such two or three events that must positively be bond for the achievement of a better academic performance in a war tone area. Karl Marx (1818–1883), the founding father of conflict theory finds a correlation between education and conflict. Research has exposed many dimensions of the educational system that are negatively affected by conflict, especially with

regard to existing inequalities within societies by region, gender or ethnicity as it is the case with the north and north eastern Uganda (International Crisis Group, 2004).

2.3. Review of related literature

The literature was reviewed on the basis of the study objectives which are: effect of infrastructural destruction by armed conflict on academic performance, effect of displacement of families by armed conflict on academic performance and effect of abduction by rebels due to armed conflict on pupil's academic performance in primary school education in Obalanga sub-county.

2.3.1. Destruction of infrastructure and academic performance

Several factors like traumatic incidences, civil wars, child abductions, recruitment of child soldiers have generally been identified as causes of poor academic performance. Agyeman (1993) reported that a teacher who does not have both the academic and the professional teacher qualification would undoubtedly have a negative influence on the teaching and learning of his/her subject. However, he further stated that a teacher who is academically and professionally qualified, but works under unfavorable conditions of service would be less dedicated to his work and thus be less productive than a teacher who is unqualified but works under favorable conditions of service.

This literally means that, the poor state of infrastructure, delivery of lessons amongst the traumatic formerly abducted pupils definitely affects the level of concentration since these pupils in most cases recall the past events; hence compromising academic performance in the area of study. Neagley and Evans (1970) were of the view that effective supervision of instruction can improve the quality of teaching and learning in the classroom. Etsey, Amedahe and Edjah (2004) in a study of 60 schools from peri-urban (29 schools) and rural (31 schools) areas in Ghana found that academic performance was better in private schools than

public schools because of more effective supervision of work (Etsey, Amedahe and Edjah, 2004).

During violent armed conflicts assets get lost or destroyed through heavy fighting and looting and very poor are likely to be the worst affected. This is theorized by the work of Dahrendorf who argues that, the cost of conflict is rather intuitive; it refers to the money, life, material, and infrastructure that are lost due to conflict. For instance, Verpoorten (2003) reports that the 12 per cent of households lost their houses during the 1994 Rwandan genocide while cattle stock on average decreased by 50 per cent. Shemyakina (2006) finds that the homes and livelihoods of around 7 per cent of households were damaged during the 1992–1998 civil war in Tajikistan. The Burundi conflict in the 1990s was associated with severe asset depletion (Bundervoet and Verwimp, 2005). In Latin America, violence has significantly affected the efficiency of farm holdings due to the disruption of rural labour markets and limits imposed on the operation of larger farms (González and Lopez, 2007). Akresh and De Walque (2008) examined the impact of Rwanda's 1994 genocide on children's schooling. Rwanda experienced in 1994 one of the world's most violent episodes of genocide violence, which killed at least 800,000 people in approximately 100 days (Des Forges, 1999). The genocide was extremely violent and disrupted the school year throughout the entire country. Schools were closed, buildings and supplies were destroyed, teachers and students were killed, or forced to become refugees.

In Uganda and specifically the north and north eastern, a number of factors drive regional disparity in terms of education quality, performance and completion. First, the impact of the conflict on education infrastructure, resources and systems is significant. According to GOU (2008), Schools, and their teaching materials and resources, have been destroyed through looting and the majority of schools are displaced. In Kitgum district, approximately 86% of schools have been displaced and temporarily established in other schools, which results in

immense overcrowding and inadequate infrastructure such as classrooms and latrines (Kitgum District, 2005: 38). This affects the pupil to classroom ratio and teaching effectiveness. Second, teachers are not attracted to teaching in the North. For example, in late 2006, 500 teaching positions were advertised in the Kitgum district, but only 210 applications were submitted, and out of these only 180 applications were deemed suitable (Education Journal, 2006: 18).

The researcher notes that, insufficient teacher housing due to the conflict has had a dramatic impact on education. In many areas, it is impossible to attract and retain good teachers unless housing is provided on or near the school grounds. Most schools are intended to provide housing for teachers in Uganda. However, due to the damage to infrastructure and lack of economic resources in the north, providing teacher housing in the north has become very difficult. Teachers who live at home generally have long commutes to their teaching jobs. Most lack means of transportation except for hiring local bicycle or motorbike taxis (*boda-bodas*) which are costly for teachers and unreliable in the rainy season. Because of transportation difficulties, many teachers arrive late and leave early, further compromising the quantity and quality of instruction for pupils in the area of study.

Chen Loayza and Reynal-Querol (2007) find that the average recovery rate for primary-school enrolment in the period between 1960 and 2003 was larger than that of secondary enrolment in post-conflict countries, and larger than in countries not affected by civil wars. Recovery in secondary-school enrolment is lower in conflict-affected countries. Stewart et al (2001) find that primary school enrollments decreased in only three out of eighteen countries in their sample of countries affected by civil wars. The researchers noted that infrastructural destruction affects academic performance and similarly the researcher found out that infrastructural destruction has an effect on academic performance which leads to poor academic performance in Obalanga.

2.3.1.1. Destruction of schools and academic performance

The shortage of classroom resulting from the destruction of classroom during the 1970s coupled with the rapid rise in enrolment has been a serious impediment in academic performance of pupils and consequently the realization of EFA goal (Laws and Horsley, 2004). Okello (2002) points out that, the availability of facilities and the way they are used and maintained is very crucial for the success of a pupil as they enhance a conducive environment for the pupil to learn. The learning process and hence, the academic performance of the learners will be affected if the infrastructure is in an appalling situation. In a three –year longitudinal study of education effectiveness known as the Victorian quality schools project, Hill (1994); Hill et al (1996); Rowe and Hill (1994) examined the student, class-teacher and school differences in mathematics and English achievement and found in their study that, 46% of the variation in mathematics was due to differences between classrooms at the primary level and 39% in the secondary level.

Musaazi (facilities 1982) and Ssekamwa (2000) agree that most programs of instruction and pupil services require some physical infrastructure such as school buildings, school grounds, adequate desks, chairs ,teaching under trees are mostly distorted by rains and the level of concentration is most likely to be tilted materials and laboratories needed in instruction and incidental to instruction. The possession of adequate facilities in the schools for studies is a characteristic of an effective school. As advanced by Bennet (2004), the very nature of academic performance is that it is a function of factors such as school based and that, the development of academic ability is nurtured through high quality teaching and instruction in classroom. A similar study by link community development (LCD, 2007), a partner in the Ministry of Education and Sports and reports from Okol (2007); Katakwi, Amuria, Soroti, Kaberamaido districts reports from education department (2007) delved into school and teacher characteristics in their respective districts. They revealed that, the schools had very

poor infrastructure that did not support the quality of education and hence, grossly affecting the level of academic performance in Obalaanga sub-county. The researcher found out that destruction of schools created a poor learning environment hence low delivery of Education and poor academic performance which is in line with what other researchers have said about the topic.

2.3.1.2. Collapsed health care system and academic performance

Medical infrastructure and personnel enjoys particular protection under the rules of war as laid down in the Geneva Law. Article 12 of Protocol II states: "Medical units shall be respected and protected at all times and shall not be the object of attack," while Article 15 adds that "Civilian medical personnel shall be respected and protected." Article 21 extends the protection also to medical vehicles, including ambulances. However, it is not the case in most of the armed conflict zones. In Nasiriyah the Primary Health Care Department and Department of Health warehouses were reported to be destroyed by a missile. These warehouses held a six month stock of health supplies including high protein biscuits (UNICEF Iraq briefing note 20 Apr 2003).

Whatever the involvement of the occupying forces in the widespread looting and destruction is, they are responsible for the medical infrastructure in the territories under their control. As soon as Baghdad was under U.S. control, the medical system of Baghdad has virtually collapsed (International Committee of the Red Cross 11 April 2003). UNICEF reported that on April 21 only seven percent of the Al-Salam Primary Health Care Center's staff was working. They were assisted, however, by volunteers from the local community. The hospital was experiencing a shortage of water, anti-diarrheal drugs and injectable and oral antibiotics and suffered from bad sewage drainage. Because other hospitals in the area were not

operational it had to serve more than 100,000 people, more than double its normal coverage (UNICEF, 2003).

According to United States Agency for International Development report (2008), health care facilities were destroyed during the conflict causing a scarcity in northern and north eastern Uganda. Many schools lack a safe water source and thus children are at risk either by drinking unsafe water or by suffering from dehydration. Lack of access to safe water causes vulnerability to diseases that result in absenteeism from school. Poor sanitation and hygiene also plague schools and also contaminate water supplies. The report asserts that, adolescent girls face a multitude of challenges to remain in school including having to care for siblings and perform household chores, and the inability to practice good hygiene during their monthly periods often results in 5-6 days each month of absenteeism. Girls fall behind in their school work and become discouraged. According to (Perlman Robinson & Young, 2007), when girls drop out of school their vulnerability to a host of negative influences increases markedly. They are more vulnerable to early marriages, pregnancy, and also to gender based violence. In the case of former captives of the LRA, out of school girls are more likely to return to live with their captors for lack of other options, hence impacting negatively on the rate of retention as a measure for academic performance. Collapsed health care system affects pupils, teachers and parents which lead to absenteeism of both the teacher and pupil which affects academic performance.

2.3.1.3. Inadequate Instructional Materials and academic performance

The availability and use of teaching and learning materials affect the effectiveness of a teacher's lessons. According to Broom (1973), the creative use of a variety of media increases the probability that the student would learn more, retain better what they learn and improve their performance on the skills that they are expected to develop. Ausubel (1973) also stated

that young children are capable of understanding abstract ideas if they are provided with sufficient materials and concrete experiences with the phenomenon that they are to understand.

Class sizes have also been identified as determinants of academic performance. Studies have indicated that schools with smaller class sizes perform better academically than schools with larger class sizes. Kraft (1994) in his study of the ideal class size and its effects on effective teaching and learning in Ghana concluded that class sizes above 40 have negative effects on students' achievement. Asiedu-Akrofi (1978) indicated that since children have differences in motivation, interests and abilities and that they also differ in health, personal and social adjustment and creativity generally good teaching is best done in classes with smaller numbers that allow for individual attention. However, due to displacement and destruction of classes, the classroom: pupils' ratios in war affected areas do not support Kraft (1994) findings and as such, undermining academic performance in the area of study.

Availability of reading materials for learners has been discovered to be central in schools. The inadequate distribution of each scarce resource as advanced by Dahrendorf (1929) theory supported also Sadker and Sadker (1995) putting it that, the orderliness and organization of the school are potentially important for the overall academic performance. School effectiveness research including several studies in the 1979s and early 1980s show the availability of relevant, good-quality, affordable textbooks having appositive impact on achievement (Opolot & Eilor, 2008). A study in Zambia indicated that, less than 10% of the books procured had actually reached the classroom (Silanda, 200). A survey in Guinea found wastage of up to 67% of text book stock (sow & valerian, 2001). In Uganda, text book prices have been reduced by 50% as a result of liberalization (Eilor, 2003). Studies in Kenya, Ghana and Australia discovered similar results (Glewwe, Kremer, & Moulin, 2000; Horsley, 2004;

Laws & Horsley, 2004; Okyere 1997). They demonstrate that, while text book availability does have an effect on the quality of teaching and learning, the ways teachers and pupils use text books vary considerably.

Despite the procurement of a whopping total of 7,065,907 Core Textbooks and allocation of shs.67 billion for the procurement of Instructional Materials for the period FY 2001/2002 - FY 2003/04. This is in addition to shs 50 billion under UPE Capitation Grants for Instructional/Scholastic materials (Okyere 1997), the disturbing news however is that, the war affected regions like the researchers area of study continue to miss out in this benefit either due to delivery problems or destruction of even the delivered materials. According to Alan Sears' (2008), Societies are defined by inequality that produces conflict, rather than which produces order and consensus. This conflict based on inequality can only give birth to unequal distribution of power and resources in the society which in turn results to armed conflict typical of presenting grave effects on the growth of children in various aspects of life like psychological disorders, childhood education discourse. Instructional materials were destroyed during the conflict which led to inadequate instructional materials and reference materials which lead to poor academic performance.

2.3.2. Displacement of families and pupils' academic performance

The displacements caused by wars also prevent children's enrollment in school. In 2009, 27 million people worldwide were displaced, including 11.6 million people in 21 African countries (Internally Displaced Monitoring Centre, 2010). Evidently, such events entail more drastic effects in Africa, as some countries in the region have education participation indicators which are among the lowest in the world. In 2007, in SSA, the Net Enrollment Rate (NER) was approximately 72% (United Nations Education Scientific and Cultural Organization, 2010). Some countries, like Eritrea or Niger, did not even reach the 50% level.

On average, the literacy rate in SSA was measured at 60%, but in Chad or Sierra Leone, it did not exceed 40% of the total population. In the same year, 72 million children worldwide were not attending school, of which 32 million lived in SSA. Since the beginning of the 2000's, and in spite of the fact that African countries have expanded primary enrollments, rapidly developing current trends have illustrated a probable failure to reach Universal Primary Education (UPE) for 2015 (Easterly, 2009).

According to other researchers, displacement had an effect on academic performance and according to the researcher displacement did not have an effect on academic performance. Children from displaced families sometimes were capable of accessing better social services in urban areas and also the possibility of focus by alternate service providers like the NGOs and the international community that was seen as a blessing in disguise. This is however contrary to the assertion that, Refugees from conflict areas and displaced populations were found amongst those living under the most difficult conditions of socio-economic exclusion and deprivation (Chronic Research Centre, 2005).

2.3.2.1. Destruction of household property and academic performance

Despite the magnitude of population movements in conflict areas, there is little empirical evidence available on the effects of violent conflict on the experience of displaced households and individuals, the breakdown of societies and the destruction of social networks like the education sector (United States Committee of Refugees, 2004).

Slowly emerging evidence has shown that productivity levels of returnees tend to be lower than those that stayed, which may cause difficulties in terms of reintegration of these individuals back in to their original communities (Kondylis, 2005), if their original communities exist at all after the conflict. In contrast, in the context of young Congolese men in Ugandan refugee camps, Clark (2006, 2007) shows that conflict may offer the opportunity of access to new forms of household dynamics, social decision-making and livelihood

strategies as these young people were no longer bound by tradition and ways imposed by older generations. There is, however, no study that calculates the impact of these changes on household welfare.

The United Nations (UN) described the situation as a "critical protection crisis". The entire civilian population in the Gaza strip remains vulnerable, the UN reported, with no safe haven, no bomb shelters and with closed borders, making it one of the rare conflicts where civilians have no place to flee. There is a sense of "panic, fear and distress" throughout the whole strip. Civilians have implemented a self-imposed curfew since no public warning systems or effective shelters exist. People have been evacuating their homes and staying in streets for long hours exposed to further danger, or staying with relatives. Civilians face insecurities while re-stocking basic food items, water and cooking gas. Children, 56% of the population, have no outlets and they remain "dangerously exposed" to the fighting around them.

The Palestinian Red Crescent estimates that thousands of homes have been damaged and it became "increasingly difficult" for their residents to stay in them due to the cold weather. The Agency (UNRWA) has prepared its schools to act as temporary shelters for displaced persons. As reported by both the Save the Children Alliance and the Al Mezan Center, prior to the IDF ground operation on January 3, more than 13,000 people (2000 families) have been displaced in the strip. The majority of those families seek shelter with relatives while others are staying at the temporary emergency shelters provided by the UNRWA. As of the thirteenth of day the Israeli military operation, 21,200 displaced Palestinian people were staying at these shelters. By the third week of the attacks, this number has increased by 14,300 refugees, reaching 35,520 Palestinians staying under the UNRWA shelter. In the same period, Al Mezan Center also estimated that a total of 80,000 - 90,000 Palestinians have been displaced, including up to 50,000 children. The numbers of displaced refugees are constantly increasing that UNRWA had to open new emergency shelters throughout the Gaza strip. The shelters are

overcrowded and are sheltering double their originally planned capacities. Aid agencies have reported that Gaza "looks like earthquake zone" widespread destruction of houses, infrastructure, roads, greenhouses, cemeteries, mosques and schools are reported in Jabalia, Tal Al Hawa, BeitHanoun, and BeitLahia in the northern Gaza Strip. In the researcher's area of study there was destruction of property which led to people to move to urban areas which were safe though other people would sneak back to their respective villages to collect food and if they were not lucky they would get killed and thereby leaving orphans behind or child headed families which affected academic performance because some of these children would drop out of school to take care of their siblings.

2.3.2.3. Family breakdown and academic performance

By cutting off large numbers of people from economic opportunities, internal conflict can lead to a vicious cycle of displacement and poverty. This is made worse by the destruction of social networks and the consequent depletion of important elements of the social, economic and political capital of the poor. Refugees from conflict areas and displaced populations are found amongst those living under the most difficult conditions of socio-economic exclusion and deprivation (Chronic Research Centre, 2005).

Civilians are often targets for both armies and rebel groups trying to expand their territorial control, weaken population support for the opponents, increase their own support base and/or add to their resources through looting and appropriation of valuable assets and sites (Kalyvas 2007; Weinstein, 2007). This leads to population flights from areas of more intense fighting or areas where the outbreak of violence is expected. In 2002, almost 34.8 million people across the world were forced to seek asylum in another country or within the national borders due to violent conflicts (USCR 2004). Twenty-five million people were displaced in 2004 (United Nations High Commissioner of Refugees, 2005), many within their own country (Internally Displaced Monitoring Centre, 2006). There were family breakups where by the

parents were separated from their children and some taken to live with relatives who were seen as well off and therefore could afford better education which did not affect academic performance.

2.3.2.3. Rural- urban migration and academic performance

According to the (ICRC, 2007), an alarming number of the population worldwide is reported to be displaced by armed conflict, More than 27 million children estimated to be out of education as a result of emergency situations and a large proportion of these internally displaced (Mooney and French 2005), Armed Conflicts are typically accompanied by large population movements.

Consequently, the performance of pupils in schools affected by armed conflict is so poor as a result of a number of underlying factors to the extent that it does not meet the average performance in the national grid. Displacement as a regular by-product of violent conflict puts individuals and families in a dangerous situation. They lose their social network, physical assets and often family members. The consequences of displacement have been studied in a number of papers (Sarvimaki, Uusitalo & Jantti, 2009; Fiala, 2009; Konylis, 2010; Bauer, Braun, Kvasnicka, 2012), Kondylis (2010). Fiala (2009) finds a sizeable reduction in consumption quality for displaced households in Uganda.

Displaced children also have minimal access to education. This reduces their opportunities for a productive future even after the conflict ends. In Gaza and West Bank, curfews, sieges and violence have led to their closure 1,300 schools. Since the renewed violence in cote d'voire more than one million primary students have experienced interruption in their schooling. According to plan international (2008; 14), Millions of innocent children die in conflicts. During such times everything freezes, no education, no drinking water, no electricity, food shortages, no shelter, and most of all some girls are raped leading to HIV/AIDS.

Conflict itself is destructive and contributes to the non-realization of the right to education and exclusion from access to schooling. Ekaju's study citing the World Bank notes that program that address hunger, malnutrition, and disease among schoolchildren significantly improve their academic performance, a reason why school-based feeding and health program can be valuable. The researcher however, argues that, children in IDP camps cannot sufficiently benefit from this program let alone accessing education. Ehrenreich (1998: 79-102) alludes that, schools and girls have been the target of attacks during conflict in most parts of Uganda and northern Uganda, where the abduction and killing of school children was wide-spread increasing, an argument Sommers (2002) propels that, many of the areas affected by conflict lack adequate resources to execute educational programs and as such, the performance of children in this areas affected by armed conflict is a subject of compromise with no exception of Obalanga sub-county.

Researchers are in support of the view that rural – urban migration affects academic performance but the researcher's findings are contrary to this in that findings reveal that Communities had to move to trading centers or urban centers for purposes of security because these urban centers were guarded by soldiers and therefore these parents had to move with their children and in most cases schools were set up in these camps and teachers who had also migrated had to continue teaching these children which did not affect academic performance among some children.

2.3.3. Abduction and academic performance

The majority of children who were victims of the LRA's abductions were accepted back into their families, but according to one report about twenty seven percent needed special interventions to assist their integration back into normal family life (UNICEF, 2008). Children that were rejected by their families usually resorted to living on the streets. Many are subjected to abuse, including rape, malnutrition, and trafficking, among other risks including

being recruited into rebel groups or criminal gangs. Without family and community support, these children face grim futures. Few services are available for rejected children and as a result, the enrolment and completion of the schooling cycle is a myth.

In addition, as O'Malley (2010) points out, education, as one of the more visible institutions in the civil society, is often targeted by the belligerent parties in countries affected by military conflict. In many cases, an attack on the educational system represents an attack on the state. Conversely, certain states or paramilitary organizations may target academics in order to neutralize real or imagined opponents. In some contexts, there is also a phenomenon of youth recruitment into armed militias (child soldiers, May 2011).

In the ten years since the adoption of the Education for All (EFA) goals in Dakar, Senegal in 2000, many regions of the world have shown remarkable gains toward meeting the six EFA goals by 2015. However, as the 2010 EFA Global Monitoring Report states, there are still many countries that remain far from achieving their commitments (UNESCO 2010). For instance, Northern Uganda that suffered armed conflict due to the politics of exclusion has also suffered disproportionately from conflict and human rights abuses, as both the conflict with the LRA and the cattle rustling by the Karimojong have affected the Northern and eastern areas of the country (International Crisis Group, 2004).

2.3.3.1. Traumatic effect of abduction and academic performance

Fear plays an important part in explaining the removal of children from schools during violent events. A recently reported fighting strategy in Afghanistan has been the direct targeting of school children on their way to or from school. More than 100 children were killed in this way between 2006 and 2008, according to UNICEF. This tactic for spreading fear has resulted in the closure of around 670 schools in early 2009, depriving around 170,000 children of access to education (Integrated Regional Information Networks 2009).

In contexts of violent armed conflict, rape and other sexual violence has become common behavior amongst fighting groups. There have been several reports of acts of sexual violence against children by armed groups and security forces in Sub-Saharan Africa (particularly Burundi, Central African Republic, Chad, DR Congo, Somalia, Sudan), Latin America and the Caribbean (Colombia, Haiti), Arab states (Iraq, Palestinian Autonomous Territories), South and West Asia (Afghanistan, Sri Lanka) and East Asia and the Pacific (Philippines) with DR Congo reporting the highest, 2,727 (IRIN 2004).

In view of Dahrendorf (1929) theory, traditional support networks and coping mechanisms are undermined and separation from home, community and land causes impoverishment and distress. Traditional values and practices may be subverted by contact with host cultures, resulting in cultural bereavement and psychological distress. Where it exists, schooling may present problems of its own, since education is often in a foreign language and imparts knowledge and values based on an alien system of beliefs and values (Preston, 1988 & 1990). Even when children are able to continue attending school, their ability to learn is seriously impaired by psycho-social distress or poor physical health. Concentration, comprehension and the ability to memorize information are often badly affected. For example, teachers and students in one Palestinian study reported that they had difficulty concentrating, especially if they had witnessed or experienced beatings, shooting and killings, or had family members who were in prison or in hiding (Nixon 1990, p.254). Some researchers have found that exposure to violence also impairs moral learning, especially among young combatants and others involved in active fighting (Boothby, Upton & Sultan 1991).

Conflict brings long term trauma to affected populations is well documented. Ugandans scarcely had time to recover from the horrors of Idi Amin's regime when they were faced with the brutal LRA. UNICEF estimates that more than thirty two thousand children were abducted by the LRA between 1986 and 2002 (UNICEF, 2005). The impact on families of

having their children abducted and, in many cases, subsequently turned into combatants, led to social disruption and public disengagement. Since 2006, peace talks between the LRA and the government have brought a period of fragile peace, but fear and insecurity remain in the hearts and minds of people who bear the psychic scars of a traumatized population.

According to Elbert, Schauer et al. (2009), experiencing traumatic events during armed conflict impacts the mental health of children. Children who experienced conflict-related trauma and met criteria for post-traumatic stress disorder (PTSD), an anxiety disorder that develops after exposure to psychological trauma, were often associated with poor school achievement and memory impairments. Indirect effects of armed conflict, such as losing caregivers and support networks are also damaging to a child's well-being and healthy development (Barenbaum, Ruchkin et al. 2004). Conflict often destroys informal social networks for children and disrupts community structures, and children may be forced to be self-sufficient (UNICEF April 2009).

Educational investments and interventions may be important for child mental health in post-conflict situations. Studies in Bosnia and Herzegovina, Eritrea, and Sierra Leone reveal investments in educational interventions for children affected by conflict can help improve their psychosocial wellbeing (Wolff, Tesfai et al. 1995; Dybdahl 2001; Gupta and Zimmer 2008). Specifically, among children displaced by war in Sierra Leone, therapeutic trauma discussions and informal education interventions such as story-telling, singing, jumping rope, role-play activities, playing team sports, writing exercises, and drawing pictures helped to reduce psychological distress associated with exposure to conflict-related violence (Gupta and Zimmer 2008). Basing on the researcher's findings, abduction affected academic performance. Majority of the children who were abducted were accepted in their communities, some of these children have returned to school and even when children are able to continue attending school, their ability was seriously impaired by psycho-social distress or poor physical health.

Concentration, comprehension and the ability to memorize information is often badly affected especially if they experienced or witnessed beatings, shootings and killings

2.3.3.2. Physical injury and academic performance

In the last decades, almost three-fourths of all countries in Sub-Saharan Africa (SSA) have been affected by armed conflicts (Gleditsch *et al.*, 2002). Situations of conflict are often considered to be one of the most important factors in the deterioration of education. For example, Akresh and de Walque (2008) demonstrate the strong negative impact of Rwanda's genocide on children's schooling, with exposed children completing one-half year less education, resulting in an 18.3% decline in school completion. In the first place, children are often the first victims of wars. Bird (2007) underlines that two million children have died in the past decade as a consequence of armed conflict within the SSA region, and six million more have been injured or permanently disabled. Findings are in line with what other scholars said about the effects of physical injury on academic performance in that disabled children are treated like the rest of the children for instance they have to sit in the same classrooms with no provisions for disabled children, use the same pit latrines and play on the same grounds and therefore this affects their performance because they cannot compete favorably with the rest.

2.4 Summary of the literature review

During violent armed conflicts assets get lost or destroyed through heavy fighting and looting. In Uganda and specifically the north and north eastern, GOU (2008), reports Schools, and their teaching materials and resources, having been destroyed through looting and the majority of schools were displaced. In Kitgum district, approximately 86% of schools have been displaced and temporarily established in other schools, which results in immense overcrowding and inadequate infrastructure such as classrooms and latrines (Kitgum District, 2005: 38). An alarming number of the population worldwide is reported to be displaced by

armed conflict, More than 27 million children estimated to be out of education as a result of emergency situations and a large proportion of these internally displaced (Mooney and French 2005).

Displaced children are more vulnerable than refugee children because they are not protected by the convention on the status of refugees. Kondylis (2010).Fiala (2009) finds a sizeable reduction in consumption quality for displaced households in Uganda; they assert that, displaced children also have minimal access to education. This reduces their opportunities for a productive future even after the conflict ends. According to Elbert, Schauer et al. (2009), experiencing traumatic events during armed conflict impacts the mental health of children. Children who experienced conflict-related trauma and met criteria for post-traumatic stress disorder (PTSD) were often associated with poor school achievement and memory impairments. Much as the literature reviewed gives a highlight on the effects of armed conflict, there is little literature documented on specifically the effects of armed conflict on academic performance and particularly focusing on the researcher's area of study. The studies have also concentrated on the global perspective without anything documented in Obalanga sub-county.

This study therefore seeks to provide an in-depth study on the effect of infrastructural destruction b, displacement and abduction of pupils as a result of armed conflict to academic performance in the researcher's area of study.

CHAPTER THREE

METHODOLOGY

3.1. Introduction

The chapter on research methodology encompassed a number of sections of the research dissertation dealing with the choice of the research design, approach, the area of study, and description of the methods applied in carrying out the research study. It was organized in to the following sections of research design, population and sample size of study, data collection methods and procedures, data analysis and the research instruments among others. It was the conceptual structure within which research was conducted. It constituted the blue print for the collections and measurement and analysis of data (Kothan, 2003).

3.2. Research design

This qualitative and quantitative study adopted a case study design described as an umbrella for a family of research methods (Bell, 1993). This is particularly appropriate for individual research because it gives an opportunity for one aspect of a problem (i.e. armed conflict and academic performance in primary) and a smaller sample representative of the entire population to be studied in depth within a limited time scope. This study encompassed triangulating both qualitative and quantitative research approaches. Qualitative research was considered relevant to the study as it attempts to describe and understand human behavior, and analyzes social representations rather than just explaining it (Babbie and mouton, 2002).

This choice of qualitative approach was imperative because it was appropriate for exploratory studies and captured a social world of 'lived experience' that facilitates deeper understanding of phenomena in question (Denzin and Lincoln, 1994; Kvale, 1996). Because the researcher required detailed views on armed conflict and academic performance, this was hoped to be gained through personal encounters through the use of data collection instruments like focus group discussion guide and the interview to supplement the quantifiable quantitative data

collected by use of questionnaires subjected later to statistical analysis framework like STATA. This quantitative research approach on the other hand is therefore descriptive and provides hard data on the number of people (stratum) exhibiting certain behaviors or attitudes (Creswell, 1998). This made the triangulation of qualitative and quantitative approaches in this study imperative.

3.3. Population of study

The study involved children who provided an in-depth analysis on the topic of study since it directly affected them; it also involved civil society organizations and Non- Governmental Organizations (NGOs) that directly dealt with children in the researcher's area of study. The other categories of interest in the study population were the parents and teachers who had a daily contact at home and school respectively and finally the members of the School Management Committee (SMC) and staff of the education department attached to Obalanga sub-county.

3.4. Determination of sample size

Table 1: Sample population and size of study

Code	Strata	Accessible population	Sample size	Sampling procedure
01	Children	115	88	Simple random
02	Parents	30	28	Purposive
03	SMC	21	20	Purposive
04	Teachers	45	40	Accidental
05	Education department	03	03	Purposive
06	Local leaders	06	06	Simple random
07	NGOs	06	06	Accidental
08	Total	226	191	

According to the table above, sample population size of 191 subjects (total sample size) was drawn from an accessible population of 226 (total accessible population) in Obalanga sub-county (Kreijcie & Morgan, 1970). The choice of this sample size was aimed at improving the response rate and also ensuring reliability of the respondents. The number of children affected by armed conflict may not be easily established because of lack of records; however, the sample size categorization included the highest number of 88 respondents in the children's category selected since they form direct strata of study.

These children were sampled owing to the fact that, they formed the direct strata of P.5 - P.7 for which the study was directed. The other category of respondents was 45 teachers which were drawn from the three schools of Obalanga, Opot and Alito primary schools. The other category was 30 parents with an equal distribution pattern of 10 per parish taken again owing

to the fact that, this sample had close contact with the children in question. The study also involved 6 staff of the NGO fraternity dealing with the issues of children, 21 members of the SMC with each school having a committee of 7 members and the education department accounting for 3 staff and 6 local leaders including; the sub-county chief, 3 parish chiefs, local council 3 chairperson's and the Assistant Community Development Officer (ACDO).

3.5. Sampling techniques

The researcher used both probability and non-probability sampling techniques for selecting the respondents in this study, but under random and non-random sampling techniques, the researcher specifically focused on the use of simple random and stratified random and accidental sampling respectively.

3.5.1. Simple random sampling

The researcher used this technique owing to the fact that it provided an equal chance for every member of the population to be included in the study and this the researcher undertook the use of lottery which encompasses expression in alphabetical sequence of participants on paper and folding them and later subjecting a blind folded person to pick with subsequent replacement or use of random numbers computer generated. This sampling technique was found suitable since the study targeted a few local leaders. Bernard HR, (2006).

3.5.2. Stratified random sampling

Here the researcher divided the population into groups called strata based on the position of responsibility, age, sex, level of education. This was important in ensuring that significant sub-groups in the population were adequately represented and that appropriate data is got from respective groups. The strata enabled administering of the right data collection instruments to the right groups ensuring data validity and reliability. This sampling method

was found suitable for both children and parents who were put into different classes Mugenda Om and Mugenda AG, (1999).

3.5.3. Accidental sampling

In considering the sample size for the study on the effects of armed conflict on primary education amongst the children of Obalanga sub-county, the researcher used accidental sampling technique or sometimes called convenient or “grab” sampling technique for purposes of including any member present amongst that category (Sarantokos S, 2005) in order to cater for consistency in ensuring a higher response rate. This sampling strategy involved the members of the School Management Committee, the teachers and the NGO fraternity.

3.6. Data collection methods

The research methods that were used in this study took into consideration the clear objectives of the study, suitability to the population sample and the geographical description of such methods (Orodho and Kombo 2002); consequently, the use of the following data collection tools took Centre stage with the respondents’ distribution as shown below;

3.7.1. Questionnaire

The use of a questionnaire in this research study was found best suitable owing to a number of reasons; Looking at the sample size of the study drawn or selected through simple-random, stratified and purposive sampling, the objectives of the study are better off structured in a likert-scale closed ended questionnaire since it covers a wider study area at a given time, hence saving the time for conducting this research.

3.7.2. Focus Group Discussions

This involved collection of primary data from key respondents especially the children themselves, parents, teachers, community workers among others concerning children’s

conditions in the researcher's area of study. This was guided by the selection of a stratum of 88 children in the age group of 10 - 17 years and 10 parents taken from each of the 3 parishes. The focus group was drawn from the sample size that was not again subjected to another data collection tool to generate data.

3.7.3. Interviews

Interviews were formal where questions were asked and answers recorded on a standardized schedule, less formal in which the interviewer was free to modify the sequence of questions, change the wording, explain them or add them. Interviews were also completely informal where the interviewer had a number of key issues which she raised in a conversational style instead of having a questionnaire (Cohen & Manion, 1989).

For this particular study, a semi-structured type of interview was adopted using an interview guide with open-ended questions. In a semi-structured interview, the researcher worked out questions in advance but could change the wording of questions, give explanations and may leave out questions which seemed inappropriate with a particular interviewee or add new ones (Cohen & Manion, 1989; Kane, 1990; Robson, 1993; Njuki, 2011). The researcher considered this type of interview important because it involved face to face interaction, it was flexible, adaptable, and could be used on many people. It was used to get an in-depth understanding of the general information about the effects of armed conflict on academic performance.

3.8. Data quality control

This entailed a number of aspects in a bid to ensure accuracy in the researcher's area of interest such as validity, reliability and pre-testing among others.

3.8.1. Validity

Validity is the extent to which a test measures what it is supposed to measure the degree to which a study accurately assesses the specific concept or parameter that the researcher is trying to measure.

A pilot study was done to validate the questionnaire to basically reveal errors in design and improper control of extraneous or environmental conditions as supported by Saunders et al (2009:395), this enhances the reliability of the data collection instrument. In the pilot study, the researcher used Content Validity Index (CVI) for calculations varying the rating from Very Relevant (VR), Relevant (R), Quite Relevant (QR), and Not Relevant. (NR) Or $CVI = \frac{VR}{RX100}$ (Amin 2005:286-288). The researcher employed the face validity measurement by use of observation during the focus group discussion and interview which were thought to be appropriate in measuring the variables of the study. Above all, these research instruments were structured as to cater for the topic of study. Also by using the content validity measure, the researcher ensured control and inclusion of the respondents who had a direct bearing with the subjects of study (especially school dropouts) so as to ensure appropriateness of the instrument to measure what it was intended to measure and the accuracy of the data obtained (Amin 2005).

3.8.2. Reliability

This is the extent to which an experiment or measuring procedure yields the same result on repeated trials. It's that quality of a measurement which suggests that the same data would have been collected each time in repeated observations of the same phenomenon.

In order to estimate the degree to which the questionnaire elicited similar responses when given at different times, the researcher administered the same questionnaire to the respondents who did not constitute part of the final study's sample population. The research

questionnaires were pre-tested on a smaller sample size selected from the study population of Obalanga sub-county. This included some local leaders and some administrators who were not part of the final study sample. The responses were used to determine the reliability and validity of the instruments.

The researcher personally distributed the questionnaires to the selected pilot study sample group and collected them for pre-analysis and checks on the conformity of the research instruments with the research questions and the study objectives. The pre-test responses were then pre-analyzed in order to identify the loopholes of the instruments and virtually subjecting the research tools to corrections through deletion and additions of certain wordings so as to eliminate imperfections and reduce error margins in data collection and analysis framework.

3.9. Data analysis and interpretation

Data analysis refers to examining what has been collected in the study, making deductions and inferences (Moser and Calton, 1971; E. Amin, 2005). In view of this argument, since the researcher employed a triangulative approach of qualitative and quantitative study, qualitative data collected by use of data collection instruments like focus group discussion guide and the interview guide were recorded and reported verbatim. While for the quantitative data collected with the help of questionnaires, it was subjected to systematic summary with the aid of the coding frame using computer software package, STATA and expression in percentages and tabulation. Quantitative data presented in tables and expressed in percentages was analyzed to give meaning to the findings from the field and to enable the researcher make an informed opinion from the topic of study.

3.10. Ethical considerations

Since ethics refers to well based standards of right and a wrong that prescribe what humans ought to do usually in terms of rights, obligations, benefits to society, fairness or specific

virtues and because confidentiality and voluntary participation is sometimes not observed by some researchers, the researcher used the following research ethics but not limited to; the principle of voluntary participation which was observed by first ascertaining the prospective respondents' informed consent to participate. This was done through briefing the respondents about the procedures and risks involved in research before they gave in their consent and high confidentiality was observed. Respondents' sensitive information or their names remained optional or not publicized at all, this was duly respected.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.1. Introduction

This chapter presents an analysis and presentation of the research findings of the study on the effects of armed conflict on academic performance in primary school education in Obalanga sub-county in Amuria district. It presents an analysis of data gathered from the field using the following data collection methods; questionnaire, interview and focus group discussion of the study objectives. It provides the correlation and regression statistics computed in relation to the hypotheses that were tested.

4.2. Response Rate

The total response rate was 81.5 % that is to say a total of 191 questionnaires were distributed and 135 were returned giving an overall response rate of 70.7% as shown in the table below. 21 respondents were targeted for interviews and 19 people were interviewed giving a response rate of 90.5 % and 6 focus group discussions were targeted and 5 discussion groups held giving a response rate of 83.3 %

Table 2: Response rate

Strata	Sample size	Actual number of responses	Response rate
Questionnaires			
Children	88	63	71.6
Parents	28	20	71.4
SMC	20	15	75.0
Teachers	40	24	60.0
Education department	03	3	100.0
Local leaders	06	5	83.3
NGOs	06	5	83.3
Total (Questionnaires)	191	135	70.7
Interview guides	21	19	90.5
Focus group discussion	6	5	83.3
Overall Total	218	159	81.5

Source: Primary field data

Table 2 shows a summary of the response rate for questionnaires considered for this study. This response rate indicates that data was collected from a reasonable number of respondents; hence the collected data and the findings from it can be relied on. According to Mugenda and Mugenda (2009) a response rate of 50% is adequate for analysis and reporting; a rate of 60% is good and a response rate of 70% and over is excellent.

4.3. Demographic Characteristics of Respondents

The quantified demographics of respondents included; gender, age group and education level of the respondents based on the responses from the questionnaires. This information was presumed very vital to the study because these characteristics could influence one's decision in answering the study questions.

4.3.1. Distribution of respondents by gender

The study sought to find out the gender distribution of the members who participated in the study and the findings are indicated in the table below.

Table 3: Distribution of respondents by gender (N=135)

Gender	Frequency	Percentage
Male	88	65.2
Female	47	34.8
Total	135	100.0

Source: Primary field data

Table 3 shows that the majority of the respondents, 88 (65.2 %) were male, compared to 47 (34.8 %) who were female. The lower percentage of female is mainly because the completion rate of the female was lower than that of the male at primary level due to early marriages, unplanned pregnancies, and child labour and because some parents have a negative attitude towards educating girls. This implies that, girl child enrolment in war ravaged areas is affected more than their boy counterparts.

4.3.2. Distribution of respondents by age

The study sought to find out the age distribution of the members who participated in the study and the findings are indicated in the table below.

Table 4: Respondents by age (N=135)

Age Group	Frequency	Percentage	Cumulative Percentage
10-17 years	63	46.7	46.7
18-30 years	22	16.3	63.0
31-45 years	30	22.2	85.2
46-60 years	18	13.3	98.5
Over 60 years	2	1.5	100.0
Total	135	100.0	

Source: Primary field data

Table 4 shows that the highest number of respondents 46.7 % from 10 -17 years compared to 22.2% were aged 31 – 45 years, compared to 16.3% aged 18 - 30 years, 13.3% aged 46 - 60 years and 1.5% aged over 60 years. The highest numbers of respondents were children who are the target group and were able to give information concerning themselves and the lower numbers of adults represent a group that have already dropped out of school. That means that, the higher percentages of children are most affected by armed conflict.

4.3.3. Distribution of respondents by education level

The study sought to find out the education level distribution of the members who participated in the study and the findings are indicated in the table below.

Table 5: Respondents by education level (N=135)

Education level	Frequency	Percentage	Cumulative Percentage
None	7	5.2	5.2
Primary	49	36.3	41.5
O level	21	15.6	57.0
A level	3	2.2	59.3
Tertiary	55	40.7	100.0
Total	135	100.0	

Source: Primary field data

Table 5 shows that the highest number of respondents, 55(40.7 %) was of tertiary level of education, while 49 (36.3 %) were of primary level of education, 21 (15.6 %) were of “O” Level, 7(5.2 %) had no formal education and 3 (2.2 %) were of “A” level. This shows that the sample selected has a high level of literacy. The level of education of the respondents was found to be within the level that could understand questions in the questionnaire. Therefore as depicted above, the literacy rate among the population of study was able to understand the issues of armed conflict and academic performance better.

4.4. Empirical findings on the study

The findings are presented objective by objective using descriptive statistics of frequencies and inferential statistics of correlation coefficients and linear regression analysis. The frequencies are presented as percentages and inferential statistics are tested at 95% confidence level. The limit for rejection and acceptance was therefore 0.05 for one-tailed tests and 0.025 for two-tailed tests. All the variables were measured on a five point Likert scale ranging from 1-Strongly Agree (SA), 2 – Agree (A), 3 – Not Decided (ND), 4 – Disagree (D) and 5 -

Strongly Disagree (SD). In this study Strongly Agree and Agree were taken to mean Agree and Strongly Disagree and Disagree were taken to mean Disagree.

4.4.1. Findings on academic performance;

Academic performance was measured by use of questionnaires with a triangulation of the interview and focus group discussions where respondents were required to show their level of agreement or disagreement. A total of five statements were used to measure academic performance and below is a summary of the findings.

Table 6: Views of respondents on academic performance;

Statements measuring academic performance	SA	A	ND	D	SD
The ability by the school children to read and write declined during the armed conflict in the area	39.3	42.2	2.2	16.3	0.0
The ability by the school children to do mental work declined during the armed conflict in the area	35.6	48.1	2.2	14.1	0.0
The level of concentration of the children declined during the armed conflict in the area	48.9	34.1	3.7	12.6	0.7
There were low retention rates in schools during the armed conflict in the area	52.6	39.3	3.7	4.4	0.0
Pass rates in the schools declined during the armed conflict in the area	61.5	29.6	1.5	5.2	2.2

Source: Primary field data

Table 6 shows that the majority of the respondents were in agreement on all the five statements used to measure academic performance; with 81.5% in agreement that the ability by the school children to read and write declined during the armed conflict in the area, 83.7% in agreement that the ability by the school children to do mental work declined during the armed conflict in the area, 83.0% in agreement that the level of concentration of the children declined during the armed conflict in the area, while 91.9% were in agreement that there were

low retention rates in schools during the armed conflict in the area and 91.1% were in agreement that pass rates in the schools declined during the armed conflict in the area.

The above quantitative findings reflect that, teachers do not have adequate teaching aid and this contributes to poor lesson delivery which in turn affects the children, incomplete syllabus stems from late reporting to school, early leaving by teachers because some of them stay away from the duty stations, teachers do not have enough time for lesson preparation and that is why they go to class unprepared, time is lost while taking shelter from rain because some classes are taken under trees and this makes children lose considerable instruction, lack of scholastic and sanitary facilities discourages some children from attending school.

From 2003 – 2010, only 29 pupils scored first grade with Obalanga primary school contributing 2 pupils while Opot primary school contributed 27 pupils. This is a clear indication of poor performance in the sub-county.

4.4.2. Research question number one;

In order to understand the attitudes and perceptions of the respondents on infrastructural destruction by armed conflict, so as to assess whether it has an effect on academic performance in Obalanga sub-county, respondents were asked to reveal their views towards infrastructural destruction by armed conflict in relation to academic performance. Infrastructural destruction was measured using three sub-variables, namely state of schools, state of health care system and inadequacy of instructional materials. The elicited responses from each sub-variable are presented below;

Table 7: Views of respondents on the state of schools;

Statements measuring the state of schools	SA	A	ND	D	SD
Infrastructural destruction during the war in the area affected academic performance	66.7	31.1	0.7	0.0	0.7
School infrastructure in the area were run-down during the war	65.2	30.4	3.7	0.7	0.0
Infrastructural destruction led to lessons being taken in dilapidated classrooms in various schools	48.1	27.4	14.1	8.9	1.5
Infrastructural destruction led to lessons being taken under trees in various schools	43.7	17.8	10.4	27.4	0.7

Source: Primary field data

Table 7 shows that the majority of the respondents were in agreement with all the four statements used to measure the state of schools; with 97.8% in agreement that infrastructural destruction during the war in the area affected academic performance, 95.6% in agreement that school infrastructure in the area were run-down during the war, while 75.5% were in agreement that infrastructural destruction led to lessons being taken in dilapidated classrooms in various schools and 61.5% in agreement that infrastructural destruction led to lessons being taken under trees in various schools. For pupils to perform well in school there needs to be a good conducive learning and surrounding environment inform of classrooms, pit latrines, teacher's houses and school grounds which is not the case in the area of study in that children study in depilated classrooms, under trees which are normally distorted during the rainy season and use collapsing pit latrines and schools have poor and inadequate teacher's houses which makes some teachers to commute from neighboring villages and trading centers and their play grounds are in a poor state. This was further elaborated by one pupil who had this to say;

“When we were put into camps, the school was turned into a camp hosting both the civilians and the army, rendering the school closure for the whole of 2003. The latrines got filled up, classrooms and furniture was destroyed and furniture was used as wood fuel by the LRA, civilian population and the UPDF soldiers”.

The aforementioned qualitative and quantitative statements indicate that destruction of schools and social infrastructure created a poor environment for schooling, hence, low delivery of education services and poor performance in rural war zone.

Table 8: Views of respondents on the state of health care system;

Statements measuring the state of health care system	SA	A	ND	D	SD
Health infrastructure were destroyed during the war in the area	37.0	28.1	0.7	31.1	3.0
Health infrastructure in the area do not have sufficient drugs	54.8	43.0	0.0	2.2	0.0
Health infrastructure in the areas are not well equipped	62.2	33.3	0.0	3.0	1.5
Health infrastructure in the area do not have sufficient health workers	48.9	44.4	0.0	2.2	4.4
Absenteeism of teachers is compounded by poor health infrastructure	41.5	38.5	10.4	6.7	3.0
Absenteeism of pupils was compounded by poor health infrastructure	49.6	28.9	12.6	8.1	0.7

Source: Primary field data

Table 8 shows that the majority of the respondents were in agreement on all the six statements used to measure the state of health care system; with 65.1% in agreement that health infrastructure were destroyed during the war in the area, 97.8% in agreement that health infrastructure in the area do not have sufficient drugs, 95.5% in agreement that health

infrastructure in the areas are not well equipped, 93.3% in agreement that Health infrastructure in the area do not have sufficient health workers, while 80.0% were in agreement that absenteeism of teachers is compounded by poor health infrastructure and 78.5% were in agreement that absenteeism of pupils was compounded by poor health infrastructure. There is a health center 3 in the sub-county for all the 5 parishes and therefore this health center is crowded by patients, yet it has few facilities and workers and therefore some patients with complicated conditions have to be rushed to Soroti regional referral hospital. This situation affects the pupils, teachers and parents which leads to absenteeism of both the teacher and pupil and therefore leading to poor performance. The above findings were in line with what one elder in the sub-county said about the health Centre;

“The water and the solar system of Obalanga health centre III were vandalized during the war and because there are no drugs and even basic medical equipment like microscopes children continued dying in big numbers from the camp and there was inevitably no need of taking children to school. Obalanga health centre III was also turned into a burial ground”

Table 9: Views of respondents on inadequacy of instructional materials;

Statements measuring inadequacy of instructional materials	SA	A	ND	D	SD
There are inadequate instructional materials like text books in schools leading to poor academic performance	43.0	43.0	8.1	5.9	0.0
There are inadequate reference materials in the school libraries for pupils leading to poor academic performance	60.7	27.4	7.7	3.7	0.7

Source: Primary field data

Table 9 shows that the majority of the respondents were in agreement on all the two statements used to measure inadequacy of instructional materials; with 86.0% in agreement that there are inadequate instructional materials like text books in schools leading to poor academic performance and 88.1% were in agreement that there are inadequate reference

materials in the school libraries for pupils leading to poor academic performance. Most of the instructional materials like text books were destroyed during armed conflict in that some buildings which had instructional materials were destroyed and in some instances these materials were destroyed by rainfall because the schools were abandoned and some cupboards that were used for storage were used as timber for fuel by both the soldiers and local community. The above findings were elaborated by one pupil who had this to say;

“Due to destruction of text books, teachers can’t do lesson planning, they just guess. For us in Obalanga Primary School, 90-100 of us share one text book or the teacher uses it in front while teaching. When chalk gets finished, we stay at school just playing for at least two days as the head teacher struggles to get new stock. For the primary one and two pupils, they just go back home.”

4.4.2.1. Testing hypothesis one

The researcher proceeded to statistically examine whether infrastructural destruction by armed conflict significantly affects academic performance in primary education. The researcher was guided by the following hypothesis:

Hypothesis: Infrastructural destruction by armed conflict significantly affects academic performance in primary education.

The hypothesis was tested at a 95% level of significance (two-tailed) using Pearson’s product-moment correlation coefficient, which measured the degree and direction between Infrastructural destruction and academic performance. This means that the significance of correlation coefficients shall be tested using a p-value of 0.05. The results are presented in the table below.

Table 10: Correlation matrix for Infrastructural destruction and academic performance

Study Variables		Infrastructural destruction	Academic performance
Infrastructural destruction	Pearson Correlation	1	.493*
	Sig. (2-tailed)		.000
	N	135	135
Academic performance	Pearson Correlation	.493*	1
	Sig. (2-tailed)	.000	
	N	135	135
*. Correlation is significant at the 0.05 level (2-tailed).			

Table 10 shows that there is a moderate positive relationship between infrastructural destruction and academic performance in primary education in Obalanga sub-county, ($r=0.493$, $p=0.000$, $N=135$). The relationship is statistically significant at 95% confidence level (2-tailed) since $p\text{-value}<0.05$. This implies that further infrastructural destruction leads to further decline in academic performance in primary education in Obalanga sub-county.

Regression analysis was further used to establish the extent to which infrastructural destruction affects academic performance in primary education in Obalanga sub-county. The coefficient of determination (adjusted R Square) was used and the results are presented in the table below.

Table 11: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.493	.243	.237	.61496

a. Predictors: (Constant), Infrastructural destruction

Table 11 shows that the coefficient of determination (Adjusted R Square) is 0.237. This implies that infrastructural destruction accounts for 23.7% of the variance in academic performance in primary education in Obalanga sub-county.

To assess the overall significance of the model, analysis of variables (ANOVA) was done and the results presented in the table below.

Table 12: Analysis of Variables (ANOVA)

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	16.125	1	16.125	42.639	.000 ^a
Residual	50.297	133	.378		
Total	66.422	134			

a. Predictors: (Constant), Infrastructural destruction

b. Dependent Variable: Academic performance

In determining whether a model is significant, the decision rule is that the calculated p -value (level of significance) must be less than or equal to 0.05. Since the calculated p -value of 0.000 is less than 0.05, the model was found to be statistically significant ($F=42.639, df = 1, p < 0.05 (=0.000)$). This means that infrastructural destruction has a significant effect on academic performance in primary education in Obalanga sub-county.

Conclusion

Research findings established that infrastructural destruction has a moderate positive statistically significant relationship with academic performance in primary education in Obalanga sub-county. The findings further affirmed that infrastructural destruction has a significant effect on academic performance in primary education in Obalanga sub-county. Therefore the hypothesis that stated that: Infrastructural destruction by armed conflict significantly affects academic performance in primary education was accepted. This implies that, in order to realize good performance in war ravaged areas, there is need to rebuild the education infrastructure as supported as investments in educational interventions for children affected by conflict can help improve their psychosocial wellbeing (Wolff, Tesfai et al. 1995; Dybdahl 2001; Gupta and Zimmer 2008).

4.4.3. Research question number two;

In order to understand the attitudes and perceptions of the respondents on displacement of families by armed conflict, so as to assess whether it has an effect on academic performance in Obalanga sub-county, respondents were asked to reveal their views towards displacement of families by armed conflict in relation to academic performance. Displacement of families was measured using three sub-variables, namely state of household property, state of families and rural-urban migration. The elicited responses from each sub-variable were presented below

Table 13: Views of respondents on the state of household property;

Statements measuring the state of household property	SA	A	ND	D	SD
Destruction of household property during the war affected academic performance in the area	65.2	32.6	1.5	0.7	0.0
Displacement of people from their households during the war affected academic performance in the area	72.6	26.7	0.7	0.0	0.0
The home environment was affected during the war which in turn affected academic performance in the area	77.5	20.7	0.7	0.0	0.0

Source: Primary field data

Table 13 shows that the majority of the respondents were in agreement on all the three statements used to measure state of household property; with 97.8% in agreement that destruction of household property during the war affected academic performance in the area, while 99.3% were in agreement that displacement of people from their households during the war affected academic performance in the area and 98.2% in agreement that the home environment was affected during the war which in turn affected academic performance in the area. There was a lot of destruction of property and therefore people had to move to urban areas though some people would sneak back to their respective villages to collect food and if they were not lucky they would get killed and therefore leaving orphans behind or child-headed families. This rural urban migration led to the creation of camps that were over crowded leading to poor living conditions and dependency on aid. One of the parents was quoted saying:

“We parents who lost our properties through displacement could not prioritize education and children especially the big ones had to fend for themselves, hence leaving school. Most of our girls married off at an early age to raise some income for the family. We took off leaving all our household property in the villages. Even the few which we managed to come with like goats could be sold at a giveaway price as low as 3,000/= yet that could not buy the necessities like uniform, books, pens for school going children”.

Table 14: Views of respondents on the state of families;

Statements measuring the state of families	SA	A	ND	D	SD
Family break-downs during the war affected the academic performance in the area	57.0	37.0	5.9	0.0	0.0
The poor state of the families forced children to drop out of school during the war	66.7	26.7	3.7	2.2	0.7
Household incomes were affected during the war leading to poor academic performance in the area	75.6	22.2	2.2	0.0	0.0

Source: Primary field data

Table 14 shows that the majority of the respondents were in agreement on all the three statements used to measure state of families; with 94.0% in agreement that family break-downs during the war affected the academic performance in the area, while 93.4% were in agreement that the poor state of the families forced children to drop out of school during the war and 97.8% were in agreement that household incomes were affected during the war leading to poor academic performance in the area. There were family breakups where by the parents were separated from their children and some taken to live with relatives who were seen as well off and therefore some dropped out of school because they had to stay home to take care of their siblings and others were to provide labour. One of the respondents had this to say;

“All responsibility of early childhood upbringing especially the girl child rests in the mother and because most fathers go drinking, the absence of mothers rendered most of the girls’ mother care takers in our families. Coupled with high levels of poverty during armed conflict, most of our women entered the barracks and were taken by soldiers who had some money to sustain them. These women have not returned to their families since then leaving the children with us .some of our women got infected with HIV/AIDS. Completely breaking up the family” The teary respondent said.

This was also affirmed by a 13 year old, primary five pupil of Alito Primary School who said;

“I came to school without school uniform. The headmaster told me to go back home and come with uniform. Daddy told me, there is no money for uniform and that I needed to go to work in people’s gardens to get money for uniform. I went to weed ground nuts to earn 10,000 to buy uniform and returned to school after one and a half weeks”

Table 15: Views of respondents on rural-urban migration;

Statements measuring rural-urban migration	SA	A	ND	D	SD
There was rural - urban migration caused by the war forced children to drop out of school	63.0	31.9	5.2	0.0	0.0
The rural immigrants’ ability in class declined during the war	55.6	39.3	5.2	0.0	0.0

Source: Primary field data

Table 15 shows that the majority of the respondents were in agreement on all the two statements used to measure rural-urban migration; with 94.9% in agreement that there was rural - urban migration caused by the war forced that children to drop out of school and a similar in agreement that the rural immigrants’ ability in class declined during the war. Communities had to move to trading centers or urban centers for purposes of security because these urban centers were guarded by soldiers and therefore these parents had to move with their children and in most cases schools were set up in these camps and teachers who had also migrated had to continue teaching children from different schools and this affected performance because schools had different standards and others dropped out of school because they couldn’t cope. This situation was further explained by one parent who said;

“When we ran to Soroti town, our children were not absorbed into all the town schools; ours were specifically allocated to Amen primary school and were to be taught by their respective internally displaced teachers. Children were brought back from p.6 to p.3 to match the town standards. Most of our children dropped out and others were subjected to secret early

marriages for livelihood and boys turned to menial jobs like boda-boda ridding, brick laying, stone quarrying and selling water”

In a focus group discussion, a 22 year old mother noted;

“I was taken to my Aunt’s place in Nakatunya in Soroti, but while there, I could not continue with school. I became the mother of that home by doing all the house work like cooking, mopping, selling Ajon and yet I was 10 years old then”

4.4.4. Testing hypothesis two

The researcher proceeded to statistically examine whether displacement of families by armed conflict significantly affects academic performance in primary education. The researcher was guided by the following hypothesis:

Hypothesis: Displacement of families by armed conflict significantly affects academic performance in primary education.

The hypothesis was tested at a 95% level of significance (two-tailed) using Pearson’s product-moment correlation coefficient, which measured the degree and direction between Displacement of families and academic performance. This means that the significance of correlation coefficients shall be tested using a p-value of 0.05. The results are presented in the table below.

Table 16: Correlation matrix for displacement of families and academic performance

Study variables		Displacement of families	Academic performance
Displacement of families	Pearson Correlation	1	.015
	Sig. (2-tailed)		.867
	N	135	135
Academic performance	Pearson Correlation	.015	1
	Sig. (2-tailed)	.867	
	N	135	135

Table 16 shows that there is a very weak positive relationship between Displacement of families and academic performance in primary education in Obalanga sub-county, ($r=0.015$, $p=0.867$, $N=135$). The relationship is however not statistically significant at 95% confidence level (2-tailed) since $p\text{-value} > 0.05$. This implies that increased or decreased displacement of families by armed conflict did not necessarily lead to improved or declined academic performance in primary school education in Obalanga sub-county

Regression analysis was further used to establish the extent to which displacement of families affected academic performance in primary school education in Obalanga sub-county. The coefficient of determination (adjusted R Square) was used and the results are presented in the table below.

Table 17: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.015	.000	.007	.70662

a. Predictors: (Constant), Displacement of families

Table 17 shows that the coefficient of determination (Adjusted R Square) is 0.007. This implies that displacement of families accounts for 0.7% of low percentage variation in academic performance in primary education in Obalanga sub-county.

To assess the overall significance of the model, analysis of variables (ANOVA) was done and the results presented in the table below.

Table 18: Analysis of Variables (ANOVA)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	.014	1	.014	.028	.867 ^a
	Residual	66.408	133	.499		
	Total	66.422	134			

a. Predictors: (Constant), Displacement of families

b. Dependent Variable: Academic performance

In determining whether a model is significant, the decision rule is that the calculated *p*-value (level of significance) must be less than or equal to 0.05. Since the calculated *p*-value of 0.867 is greater than 0.05, the model was found not to be statistically significant ($F=0.028$, $df = 1$, $p>0.05$ ($=0.867$)). This means that displacement of families does not have a significant effect on academic performance in primary education in Obalanga sub-county.

Conclusion

Research findings established that displacement of families has a very weak positive statistically insignificant relationship with academic performance in primary education in Obalanga sub-county. The findings further affirmed that displacement of families does not have a significant effect on academic performance in primary education in Obalanga sub-county. Therefore the hypothesis that stated that: Displacement of families by armed conflict

significantly affects academic performance in primary education was rejected. This implies that, children from displaced families sometimes are capable of accessing better social services in urban areas and also the possibility of focus by alternate service providers like the NGOs and the international community may be seen as a blessing in disguise. This is however contrary to the assertion that, Refugees from conflict areas and displaced populations are found amongst those living under the most difficult conditions of socio-economic exclusion and deprivation (Chronic Research Centre, 2005).

4.4.5. Research question number three;

In order to understand the attitudes and perceptions of the respondents on abduction by rebels due to armed conflict, so as to assess whether it has an effect on academic performance in Obalanga sub-county, respondents were asked to reveal their views towards abduction by rebels due to armed conflict in relation to academic performance. Abduction by rebels was measured using two sub-variables, namely trauma and physical injury. The elicited responses from each sub-variable are presented below.

Table 19: Views of respondents on trauma;

Statements measuring trauma	SA	A	ND	D	SD
Traumatic war experiences affected children’s ability to study	58.5	34.1	3.7	3.7	0.0
Traumatic events impacted on the mental health of children thereby affecting their academic performance	68.9	24.4	5.9	0.7	0.0

Source: Primary field data

Table 19 shows that the majority of the respondents were in agreement on all the two statements used to measure trauma; with 92.6% in agreement that traumatic war experiences affected children’s ability to study and 93.3% in agreement that traumatic events impacted in the mental health of children there by affecting their academic performance. Majority of the

children who were abducted were accepted in their communities, some of these children have returned to school and even when children are able to continue attending school, their ability was seriously impaired by psycho-social distress or poor physical health. Concentration, comprehension and the ability to memorize information are often badly affected especially if they had experienced or witnessed beatings, shootings and killings and this is normally worsened by fellow children and some teachers who call the formerly abducted children all sorts of names and these children are capable of doing anything to people who annoy them ranging from fighting to killing and some still have night mares. One boy narrated;

“My nephew fought a teacher and he could attack and attempt to hack anybody with a hoe. He dropped out of school in Halcyon High School in Soroti and returned to stay in Gulu. When another was sent to the garden with the younger one, he heaped a lot of cassava for the young one to carry, when the brother complained that he needed to rest, he hacked him to death which eventually annoyed the father whom in turn also hacked him to death. The girls at night dream of different male names suggestive of the LRA insurgents”

Table 20: Views of respondents on physical injury;

Statements measuring physical injury	SA	A	ND	D	D
The disabled children’s performance declined in the absence of special needs	57.8	30.4	8.9	3.0	0.0
The disabled children cannot compete favorably in academics in schools	55.6	30.4	8.9	5.2	0.0

Source: Primary field data

Table 20 shows that the majority of the respondents were in agreement on all the two statements used to measure physical injury; with 88.2% in agreement that the disabled children’s performance declined in the absence of special needs and 86.0% in agreement that the disabled children cannot compete favorably in academics in schools. The disabled

children are treated like the rest of the children for instance they have to sit in the same classrooms with no provisions for disabled children, use the same pit latrines and play on the same grounds and therefore this affects their performance because they cannot compete favorably with the rest. One disabled boy had this to say;

“I was shot in the hand during abduction and my hand healed by the grace of God because I was using salty water for cleaning it and when I returned from captivity, I was taken for corrective surgery at Kumi orthopedic center but still cannot do what the others can do, I even fear playing with the other children in school. I have repeated very many classes and I feel I’m too old for my class and I do not know if I will continue to secondary level”.

4.4.6. Testing hypothesis three

The researcher proceeded to statistically examine whether abduction of pupils through armed conflict significantly affects academic performance in primary education. The researcher was guided by the following hypothesis:

Hypothesis: Abduction of pupils through armed conflict significantly affects academic performance in primary education.

The hypothesis was tested at a 95% level of significance (two-tailed) using Pearson’s product-moment correlation coefficient, which measured the degree and direction between abduction of pupils and academic performance. This means that the significance of correlation coefficients shall be tested using a p-value of 0.05. The results are presented in the table below.

Table 21: Correlation matrix for abduction of pupils and academic performance

Study variables		Abduction of pupils	Academic performance
Abduction of pupils	Pearson Correlation	1	.248*
	Sig. (2-tailed)		.004
	N	135	135
Academic performance	Pearson Correlation	.248*	1
	Sig. (2-tailed)	.004	
	N	135	135

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

Table 21 shows that there is a weak positive relationship between abduction of pupils and academic performance in primary education in Obalanga sub-county, ($r=0.248$, $p=0.004$, $N=135$). The relationship is statistically significant at 95% confidence level (2-tailed) since $p\text{-value}<0.05$. This implies that increased abduction of pupils leads to further decline in academic performance in primary education in Obalanga sub-county.

Regression analysis was further used to establish the extent to which abduction of pupils affects academic performance in primary education in Obalanga sub-county. The coefficient of determination (adjusted R Square) was used and the results are presented in the table below.

Table 22: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.248	.062	.055	.68455

a. Predictors: (Constant), Abduction of pupils

Table 22 shows that the coefficient of determination (Adjusted R Square) is 0.055. This implies that abduction of pupils accounts for 5.5% of the variance in academic performance in primary in Obalanga sub-county.

Table 23: Analysis of Variables (ANOVA).

To assess the overall significance of the model, analysis of variables (ANOVA) was done and the results presented in the table below.

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.098	1	4.098	8.744	.004 ^a
	Residual	62.324	133	.469		
	Total	66.422	134			

a. Predictors: (Constant), Abduction by rebels

b. Dependent Variable: Academic performance

In determining whether a model is significant, the decision rule is that the calculated p -value (level of significance) must be less than or equal to 0.05. Since the calculated p -value of 0.004 is less than 0.05, the model was found to be statistically significant ($F=8.744, df = 1, p < 0.05 (=0.004)$). This means that abduction of pupils has a significant effect on academic performance in primary education in Obalanga sub-county.

Conclusion

Research findings established that abduction of pupils has a weak positive statistically significant relationship with academic performance in primary education in Obalanga sub-county. The findings further affirmed that abduction of pupils has a significant effect on academic performance in primary education in Obalanga sub-county. Therefore the hypothesis that stated that: Abduction of pupils through armed conflict significantly affects academic performance in primary education was accepted.

4.5.0. To establish the magnitude of the effect of each of the independent variables on the dependent variable.

In order to establish the magnitude of the effect of each of the independent variables, namely Infrastructural destruction, Displacement of families and Abduction of pupils on the dependent variable, academic performance in primary education in Obalanga sub-county, a multi-linear regression was performed and below are the findings from the model.

Table 24: Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.551	.304	.288	.59406

a. Predictors: (Constant), Abduction of pupils, Displacement of families, Infrastructural destruction

Table 24 for the model summary shows that the coefficient of determination (Adjusted R Square) is 0.288. This implies that this model accounts for 28.8% of the variance in academic performance in primary education in Obalanga sub-county. This could be attributed to the fact that only three of the several causes of academic performance were studied. There are several other factors that affect academic performance that were not included in the study.

To assess the overall significance of the model, analysis of variables (ANOVA) was done and the result presented in table below.

Table 25: Analysis of Variables (ANOVA).

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	20.191	3	6.730	19.071	.000 ^a
	Residual	46.231	131	.353		
	Total	66.422	134			

a. Predictors: (Constant), Abduction of pupils, Displacement of families, Infrastructural destruction

b. Dependent Variable: Academic performance

In determining whether a model is significant, the decision rule is that the calculated p -value (level of significance) must be less than or equal to 0.05. Since the calculated p -value of 0.000 is less than 0.05, the model was statistically significant ($F=19.071$, $df=3$, $p<0.05(=0.000)$). A statistically significant model means that at least one of the predictor variables (Abduction of pupils, Displacement of families, Infrastructural destruction) is significant.

To determine which of the predictor variables were significant; the researcher examined the standardized beta coefficients (which measure the contribution of each variable to the model), the t values and significance values which give rough indication of the impact of each predictor variable. These are presented in table 13 below.

Table 26: Regression coefficients

Model		Unstandardized		Standardized	T	Sig.
		Coefficients		Coefficients		
		B	Std. Error	Beta		
1	(Constant)	.805	.235		3.429	.001
	Infrastructural destruction	.853	.129	.565	6.621	.000
	Displacement of families	.156	.110	.120	1.424	.157
	Abduction of pupils	-.538	.160	-.283	-3.354	.001

a. Dependent Variable: Academic performance

The decision rule to determine which of the predictor variables were significant is that the t value must not be close to 0 and the p -value must be less than or equal to 0.05. The table shows that infrastructural destruction ($\beta = 0.565$, $t=6.621$, $p<0.05$) and abduction of pupils ($\beta = -0.283$, $t=-3.354$, $p<0.05$) were statistically significant predictors of academic performance in primary education in Obalanga sub-county.

The table further shows that displacement of families ($\beta=0.120$, $t=1.424$, $p>0.05$) was not a statistically significant predictor of academic performance in primary education in Obalanga sub-county.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

This chapter presents the summary, discussion, conclusions and recommendations got from the research findings guided by the research general objective and specific objectives. These were as follows: to assess the effect of infrastructural destruction by armed conflict on academic performance in primary education in Obalanga sub-county, to assess the effect of displacement of families by armed conflict on academic performance in primary education in Obalanga sub-county, to examine the effect of abduction by rebels due to armed conflict on pupils academic performance in Obalanga sub-county.

5.2. Summary of the findings

The purpose of the study was to examine the effects of armed conflict on academic performance in primary education with a focus to Obalanga sub-county in Amuria district. There were three independent variables, namely infrastructural destruction, displacement of families and abduction by rebels, while there was only one dependent variable; academic performance. Below is a summary of the findings.

5.2.1. Objective one: To assess the effect of infrastructural destruction by armed conflict on academic performance in Obalanga sub-county;

A hypothesis stating that; Infrastructural destruction by armed conflict significantly affects academic performance in primary education was tested. The degree and direction of relationship between Infrastructural destruction and academic performance was measured using Pearson's correlation coefficient. A correlation coefficient of 0.493 at a significance level of 0.05 was got. The results were statistically significant since the p-value (Sign.) was less than 0.05 (=0.000). Regression analysis findings showed that infrastructural destruction has a significant effect on academic performance in primary education in Obalanga sub-

county ($F=42.639, df = 1, p < 0.05 (=0.000)$). Basing on these findings, the researcher accepted the hypothesis. It was therefore confirmed that infrastructural destruction has a significant effect on academic performance in primary education in Obalanga sub-county.

5.2.2. Objective two: To assess the effect of displacement of families by armed conflict on academic performance in primary education in Obalanga sub-county;

A hypothesis stating that; Displacement of families by armed conflict significantly affects academic performance in primary education was tested. The degree and direction of relationship between Displacement of families and academic performance was measured using Pearson's correlation coefficient. A correlation coefficient of 0.015 at a significance level of 0.05 was got. The results were however not statistically significant since the p-value (Sign) was greater than 0.05 ($=0.867$). Regression analysis findings showed that displacement of families does not have a significant effect on academic performance in primary education in Obalanga sub-county ($F=0.028, df = 1, p > 0.05 (=0.867)$). Basing on these findings, the researcher rejected the hypothesis. It was therefore confirmed that displacement of families by armed conflict does not significantly affect academic performance in primary education as was tested.

5.2.3. Objective three: To examine the effect of abduction by rebels due to armed conflict on academic performance in primary education in Obalanga sub-county;

A hypothesis stating that; Abduction of pupils through armed conflict significantly affects academic performance in primary education was tested. The degree and direction of relationship between abduction of pupils and academic performance was measured using Pearson's correlation coefficient. A correlation coefficient of 0.248 at a significance level of 0.05 was got. The results were statistically significant since the p-value (Sign) was less than 0.05 ($=0.004$). Regression analysis findings showed that abduction of pupils has a significant effect on academic performance in primary education in Obalanga sub-county ($F=8.744, df = 1,$

$p < 0.05$ ($= 0.004$). Basing on these findings, the researcher accepted the hypothesis. It was therefore confirmed that abduction of pupils through armed conflict significantly affects academic performance in primary education in Obalanga sub-county.

5.3.0. Discussion of findings

In this section the researcher discusses the findings of the study according to the study objectives as thus;

5.3.1. Objective one: Discussion on the findings on the effect of infrastructural destruction by armed conflict on academic performance in Obalanga sub-county

The findings from the quantitative and qualitative data showed that infrastructural destruction has a significant effect on academic performance in Obalanga sub-county.

The findings reveal that, destruction of infrastructure has an adverse effect on academic performance in primary schooling since infrastructure is seen as glue to learning. These findings are in line with GOU report (2008) which alludes that, Schools and their teaching materials and resources, have been destroyed through looting and the majority of schools are displaced. It also finds a similar support in Okello (2002) pointing out that, the availability of facilities and the way they are used and maintained is very crucial for the success of a pupil as they enhance a conducive environment for the pupil to learn.

Similarly, Musaazi (1982) and Ssekamwa (2000) agree that most programs of instruction and pupil services require some physical facilities such as school buildings, school grounds, adequate desks, chairs, teaching materials and laboratories needed in instruction and incidental to instruction. This view enjoys support from Byaruhanga (2006) who holds the opinion that physical facilities of a school have some influence on academic performance. In a face to face interview with one of the officials in education department in Amuria district; he stated that, “destruction of infrastructure rendered children school less. They resorted to early

marriages”. An argument supported by Agyeman (1993) that, a teacher who is academically and professionally qualified, but works under unfavorable conditions of service would be less dedicated to his work and thus be less productive than a teacher who is unqualified but works under favorable conditions of service. The arguments presented by various scholars are in line with the theory advanced by Dahrendorf who argues that, the cost of conflict is rather intuitive; it refers to the money, life, material and infrastructure that are lost due to conflict. All the information provided above satisfies the assertion that, there is a positive correlation between destruction of infrastructure caused by armed conflict and academic performance in primary schooling in Obalanga sub-county.

5.3.2. Objective two: Discussion on the effect of displacement of families by armed conflict on academic performance in primary education in Obalanga sub-county

The findings from the quantitative and qualitative data showed that displacement of families does not have a significant effect on academic performance in primary education in Obalanga sub-county. Despite the existing studies by other scholars like Sommers (2002) who argue that, many of the areas affected by conflict lack adequate resources to execute educational programs and as such, the performance of children in these areas affected by armed conflict are a subject of compromise. Few respondents agreed that, indeed displacement had enormous effect on children and their schooling during armed conflict as one narrates,

I was taken to my Aunt's place in Nakatunya in Soroti, but while there, I could not continue with school. I became the mother of that home by doing all the house work like cooking, mopping, selling Ajon and yet I was 10 years then.

However, a majority of the respondents who argued on the contrary gave the implication that, displacement of pupils had been an eye opener to the humanitarian agencies that came to bridge the gap, hence providing the necessities to meet the education standards. But in other studies, (Sarvimaki, Uusitalo & Jantti, 2009; Fiala, 2009; Konylis, 2010; Bauer, Braun,

Kvasnicka, 2012), Kondylis (2010), Fiala (2009) found a sizeable reduction in consumption quality for displaced households in Uganda. These scholars contend that, with displacement, traditional support networks and coping mechanisms are undermined and separation from home, community and land causes impoverishment and distress. Traditional values and practices may be subverted by contact with host cultures, resulting in cultural bereavement and psychological distress.

The qualitative findings based on interviews with one of field workers of one NGO revealed that, during displacement, pupils and their teachers were displaced and moved to urban centers that had better facilities and were receiving support from government and Non-Governmental Organizations in terms of food and scholastic materials that enabled the children to concentrate in class and hence perform well. The population in the area of study suggests that, other factors like destruction of infrastructure and abduction of pupils rather than displacement have a significant effect on academic performance.

5.3.3. Objective three: Discussion on the effect of abduction by rebels due to armed conflict on academic performance in primary education in Obalanga sub-county

The findings from the quantitative and qualitative data showed that abduction by rebels has a significant effect on academic performance in primary education in Obalanga sub-county. These findings are in agreement with Ehrenreich (1998: 79-102) who alludes that, schools and girls have been the target of attacks during conflict in most parts of Uganda especially northern Uganda, where the abduction and killing of school children was wide-spread, which is in agreement with the argument by Sommers (2002) that many of the areas affected by conflict lack adequate resources to execute educational programs and as such, the performance of children in these areas affected by armed conflict is a subject of compromise with no exception of Obalanga sub-county.

The findings are in line with the observation by Elbert, Schauer et al. (2009) who argue that, experiencing traumatic events during armed conflict impacts the mental health of children. Children who experienced conflict related trauma and met criteria for post-traumatic stress disorder (PTSD), an anxiety disorder that develops after exposure to psychological trauma, were often associated with poor school achievement and memory impairments (Elbert, Schauer et al. 2009). One of the respondents in a focus group discussion stated that;

“My brother was abducted and detained for two years, he returned with a blind eye and bullet wounds on his legs out of armed struggle trying to escape. Out of the beatings from LRA insurgents who left him for the dead, he can no longer see what is written on the blackboard”.

Another disturbing revelation was noted from one respondent in the focus group discussion who proclaimed as thus;

“My nephew fought a teacher and he could attack and attempt to hack anybody with a hoe. He dropped out of school in Halcyon High School in Soroti and returned to stay in Gulu. When another was sent to the garden with the younger one, he heaped a lot of cassava for the young one to carry, when the brother complained that he needed to rest, he hacked him to death which eventually annoyed the father whom in turn also hacked him to death. The girls at night dream of different male names suggestive of the LRA insurgents”.

These findings point to the fact that children require a conducive environment free from such interruptions in order to improve on the quality of performance in class.

5.4.0. Conclusions:

5.4.1. Objective one: To assess the effect of infrastructural destruction on academic performance

Considering that the majority of the respondents view that infrastructure is very important in school since it determines social and academic wellbeing and function of the school as a system. when pupils are provided with basic requirements in terms of sitting facilities, their

level of concentration is guaranteed leading to good academic achievement, it is worthy while concluding that, without focusing attention on rebuilding the destroyed school infrastructure, academic performance in war ravaged areas will not improve as alluded by Otutu (2010) who contends that, effective teaching is a bench mark of good academic foundation. This depends on effective and efficient use of learning and teaching aids in Schools. Lack of these facilities in conflict affected areas like in Obalanga sub-county partly explains poor academic performance in the area of study.

5.4.2. Objective two: To assess the effect of displacement of families by armed conflict on academic performance.

Basing on the findings that displacement does not have a significant effect on academic performance, it is logical to conclude that, much as other studies elsewhere have revealed a positive correlation, this may not necessarily have adverse effects in Obalanga sub-county where the population seems to hold the view that other factors like destruction of infrastructure and abduction rather than displacement have greatly affected academic performance in this area. Implying that, even amongst the displaced population, there could be an alternative to the betterment of academic performance as presented by GOU (2008) suggesting that, due to armed conflict, an alternative was provided in IDPs camps where the Ugandan government mandated establishing makeshift schools called “learning centers” inside the camps.

5.4.3. Objective three: To examine the effect of abduction by rebels due to armed conflict on pupils academic performance

Preview of the findings on the third objective testing the relationship between abduction and academic performance which revealed that, there was statistically weak relationship between abduction and academic performance in the area of study. However, during the focus group discussion, across section of respondents agreed that, indeed abduction had some level of

impact on the normal schooling program especially as it manifests through the mental and physical injuries sustained by the former abductees, it can then be concluded that, abduction itself reduces on the enrolment and also affects retention which eventually have an effect on the overall school or academic performance in Obalanga schools.

5.5.0. Recommendations

Findings of this study on the effect of armed conflict on academic performance in primary education, the focus by various stakeholders especially mapped from the education sector should be on the following;

5.5.1. Objective one: To assess the effect of infrastructural destruction on academic performance

For the management of infrastructure related to delivery of education service, attention should be given to improving the classrooms both by their quality and quantities so as to be able to address the mismatch in terms of children : classroom ratios, the health care system which directly feed on the school enrolment since unhealthy population does not support school enrolment, a multi-thronged approach should be adopted to equip the existing schools with the health centers or functional sick bays. Just like making available in proportionate quantities the instructional materials that are seen as glue for the delivery of quality education. Therefore government should work with development partners to develop infrastructure which can support quality education.

As observed by Musaazi (1982) and supported by Ssekamwa (2000), most programs of instruction and pupil services require some physical facilities such as school buildings, school grounds, adequate desks, chairs, teaching materials and laboratories needed in instruction and incidental to instruction. The possession of adequate facilities in the schools for studies is a characteristic of an effective school.

5.5.2. Objective two: To assess the effect of displacement of families on academic performance

Considering displacement with its related effects on academic performance in primary education, the researcher recommends that, the policy actors adopt a rehabilitative approach for those families that were displaced and the formerly abducted children. People who were displaced should be restored to a standard where they can lead meaningful lives. Like the findings have revealed that, displacement destroyed peoples household property, destabilized the normal family cycle and above all, as a result of rural-urban migration as noted,

.... We parents who lost our property through displacement could not prioritise education and children especially the big ones had to fend for themselves, hence leaving school.... just like the boys turned into menial jobs like boda-boda ridding, brick laying, stone quarrying and selling water, there is dire need to re-unite and resettle these families.

5.5.3. Objective three: To examine the effect of abduction by rebels due to armed conflict on pupils academic performance

In line with abduction with its related effects like traumatic experiences and physical injuries as regards academic performance in primary education, policy implication is that government should start looking at every effort so that Uganda doesn't degenerate into political chaos which interferes with education and yet education is a cornerstone for every development. Therefore government should focus on prevention of occurrence of conflict in any part of Uganda.

5.6.0. Contribution of the study

Past research in project planning and management were mainly focused on the effects of armed conflict on education. This research has gone in depth to assess the effects of armed conflict on Academic performance. The finding was that armed conflict is the major cause of

poor academic performance though there other factors affecting academic performance in Obalanga Sub-county – Amuria district.

Findings of the study revealed that there was no relationship between displacement and academic performance implying that increased or decreased displacement of families by armed conflict did not necessarily lead to improved or declined academic performance. Therefore the hypothesis stating that displacement of families by armed conflict significantly affects academic performance was rejected.

The study found out that armed conflict inflicted permanent disability on some of these children. Some of these children have grown up and are unable to support their own families and are being influenced by some politicians to sue government because it was government's responsibility to protect these citizens which it did not do. These children have dropped out of school due to the stigma and discrimination, exploitation and abuse. Therefore management should provide coping mechanisms for these disadvantaged groups of children, psychosocial support for the children, teachers and care givers.

The study has brought out salient issues like trauma, Pupils, teachers and caregivers are still traumatized and which takes time to get back to normalcy. This traumatized population is still living in fear and if this trauma is not handled as priority, there may be re-occurrence of conflict among this population. Therefore management should put trauma as its priority and include it in the project design, implementation, monitoring and evaluation and support these communities through psychosocial support and peace building.

5.6.1. Study limitations and delimitations

The researcher encountered a number of limitations that arose out of this study. These limitations ranged from the scope of the study and methodology of the study.

The study that adopted the case study design with qualitative and quantitative research approaches more over covering only the sub-county of Obalanga was limited in its own findings and yet the phenomena of armed conflict is a global concern in as far as affecting academic performance is concerned. This will therefore necessitate carrying out further comparative studies in other areas to enable the aggregation of data on the same problem.

The time frame covering 2003-2010 was found rather limiting since armed conflict is as old as mankind. Gleditsch *et al.* (2002) report that, in the last decades, almost three-quarters of all countries in Sub-Saharan Africa (SSA) had been affected by armed conflict. To concentrate this study on that time scope left out a lot more literature on the same subject.

5.7.0. Suggestions for further research

Considering the literature reviewed, methodology used and the findings of the study, the researcher finds it imperative to recommend the following areas for further research:

1. A similar study be carried out in areas affected by armed conflict in Uganda in the districts of Luwero, Kasese and Gulu
2. Studies to explore how trauma and post-traumatic stress disorder affects pupils, caregivers and teachers and how it affects education and how it can be managed
3. What is the outcome of UPE, has it been a success or failure and what if it was a failure, what should be done to make it a success?

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APPENDICES

APPENDIX .1: QUESTIONNAIRE

PART 1: INTRODUCTION OF RESEARCH QUESTIONNAIRE

I Proscovia Murungi, a student of Uganda Management Institute (REG NO:13/MMSPPM/30/O34),currently pursuing a Master of Management Studies in Project Planning and Management (MMSPPM) in the school of management science of Uganda management institute.

I am carrying out a research study on **the effects of armed conflict on academic performance in primary education; a case study of Obalanga sub-county of Amuria district in Uganda** and you have been purposely identified as key respondents for this well intentioned study. I will be grateful if the highest level of cooperation is exhibited by you well knowing that, the information you provide shall be kept confidential and entirely for academic purposes.

PART 2: QUESTIONNAIRE FOR NGOS/CSOS SMCS TEACHERS AND EDUCATION DEPARTMENT

1a. Name (Optional).....

Village.....

Parish.....

2b. Gender (tick appropriately)

3c. Age group (tick appropriately)

4d. Education level (*tick appropriately*)

PART 3; QUESTIONS

For the closed ended questionnaire below, you're requested to tick once in the most appropriate box with the likert - scales ranking of Strongly Agree - **SA**, Agree - **A**, Not Decided - **ND** and Disagree - **D**, Strongly Disagree - **SD**

	Strongly Agree	Agree	Not Decided	Disagree	Strongly Disagree
	5	4	3	2	1

SECTION 1: STATEMENTS MEASURING INFRASTRUCTURE AND ACADEMIC PERFORMANCE

	(i) Infrastructural destruction during the war in the area affected academic performance	5	4	3	2	1
	(ii) School infrastructure in the area were run-down during the war	5	4	3	2	1
	(iii) Infrastructural destruction led to lessons being taken in dilapidated classrooms in various schools	5	4	3	2	1
	(iv) Infrastructural destruction led to lessons being taken under trees in various schools	5	4	3	2	1
	(i) Health infrastructure were destroyed during the war in the area	5	4	3	2	1

(ii) Health infrastructure in the area do not have sufficient drugs	5	4	3	2	1
(iii) Health infrastructure in the areas are not well equipped	5	4	3	2	1
(iv) Health infrastructure in the area do not have sufficient health workers	5	4	3	2	1
(v) Absenteeism of teachers is compounded by poor health infrastructure	5	4	3	2	1
(vi) Absenteeism of pupils was compounded by poor health infrastructure	5	4	3	2	1
(i) There are inadequate instructional materials like text books in schools leading to poor academic performance	5	4	3	2	1
(ii) There are inadequate reference materials in the school libraries for pupils leading to poor academic performance	5	4	3	2	1

SECTION 2: STATEMENTS MEASURING DISPLACEMENT AND ACADEMIC PERFORMANCE

(i) Destruction of household property during the war affected academic performance in the area	5	4	3	2	1
(ii) Displacement of people from their households during the war affected academic performance in the area	5	4	3	2	1
(iii) The home environment was affected during the war which in turn affected academic performance in the area	5	4	3	2	1
(i) Family break-downs during the war affected the academic performance in the area	5	4	3	2	1
(ii) The poor state of the families forced children to drop out of school during the war	5	4	3	2	1
(ii) Household incomes were affected during the war leading to poor academic performance in the area	5	4	3	2	1
(i) There was rural - urban migration caused by the war forced children to drop out of school	5	4	3	2	1
(ii) The rural immigrants' ability in class declined during the war	5	4	3	2	1

SECTION 3: STATEMENTS MEASURING ABDUCTION AND ACADEMIC PERFORMANCE

(i) Traumatic war experiences affected children's ability to study	5	4	3	2	1
(ii) Traumatic events impacted in the mental health of children thereby affecting their academic performance	5	4	3	2	1
(i) The disabled children's performance declined in the absence of special needs	5	4	3	2	1
(ii) The disabled children cannot compete favorably in academics in schools	5	4	3	2	1

SECTION 4: STATEMENTS MEASURING ACADEMIC PERFORMANCE

(i) The ability by the school children to read and write declined during the armed conflict in the area	5	4	3	2	1
(ii) The ability by the school children to do mental work declined during the armed conflict in the area	5	4	3	2	1
(iii) The level of concentration of the children declined during the armed conflict in the area	5	4	3	2	1
(iv) There were low retention rates in schools during the armed conflict in the area	5	4	3	2	1
(v) Pass rates in the schools declined during the armed conflict in the area	5	4	3	2	1

**APPENDIX .2: FOCUS GROUP DISCUSSION GUIDE FOR PARENTS AND
CHILDREN**

1: EFFECTS OF INFRASTRUCTURAL DESTRUCTION ON ACADEMIC PERFORMANCE

1.1. What was your experience with the armed conflict?

.....
.....
.....

1.2. How does armed conflict affect your education career?

.....
.....
.....

1.3. Was infrastructure affected? Tick one

Yes No

1.4. If yes, how did it affect the education system?

.....
.....
.....

1.5. What about the quality of performance?

.....
.....

SECTION 2: EFFECTS OF DISPLACEMENT ON ACADEMIC PERFORMANCE

2.1. Were you displaced? (Tick one)

- a) Yes b) No.....

2.2. If yes, where were you displaced to? (Tick one)

- a) Within the village b) Camp c) Urban center

2.3. What were the challenges you encountered during displacement that affected the education system?

.....
.....

2.4. What were the solutions to those challenges?

.....
.....

SECTION 3: EFFECTS OF ABDUCTION ON ACADEMIC PERFORMANCE

3.1. Was there abduction in this area? (Tick one)

- a) Yes b) No

3.2. If yes, did the people abducted return? Tick one

- a) Yes..... b) No..... c) I don't know.....

3.3. When these children returned did they continue with the formal educational system?

If no, why?

.....
.....
.....
.....

3.4. What were the challenges faced after abduction that affected academic performance?

.....
.....
.....

3.5. How was the performance of these affected children?

.....
.....
.....

Thank you

APPENDIX .3

INTERVIEW GUIDE

. SECTION 1: INFRASTRUCTURAL DESTRUCTION AND PERFORMANCE

(a) How does destruction of infrastructure by armed conflict significantly have a negative effect on performance?

.....
.....
.....
.....

Comment on the assertion that, the breakdown of the health infrastructure affects academic performance

.....
.....
.....

(b) Does inadequacy of instructional materials have any effect on academic performance, if yes, how?

.....
.....
.....
.....

SECTION 2: EFFECTS OF DISPLACEMENT ON ACADEMIC PERFORMANCE

(a) How does destruction of household property caused by displacement due to armed conflict affect academic performance of pupils?

.....
.....
.....
.....
.....

(b) Does the breakdown of families as a result of displacement caused by armed conflict have any effect on academic performance? How?

.....
.....
.....
.....
.....
.....

What do you think is the effect of rural-urban migration due to displacement to academic performance of pupils?

.....
.....
.....
.....

SECTION 3: EFFECTS OF ABDUCTION ON ACADEMIC PERFORMANCE

(a) In your opinion, do you think trauma caused by abductions during armed conflict has any effect on academic performance in primary education and how?

.....
.....
.....
.....

(b) Do you have enough facilities for special needs to cater for the academic excellence of children physically injured due to armed conflict?

.....
.....
.....
.....

Thank you

APPENDIX .4: SUMMARY OF PERFORMANCE

ALITO P/S PLE RESULTS

YEAR	DIV 1			DIV 2			DIV 3			DIV 4			DIVU			DIV X		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
2003	0	0	00	05	0	07	10	12	22	08	09	17	08	06	14	05	06	11
2004	0	0	00	02	02	04	03	01	04	04	02	06	01	01	02	0	0	00
2005	0	0	00	02	02	04	05	01	06	09	10	19	04	04	08	01	0	01
2006	0	0	00	04	01	05	06	01	07	04	06	10	06	07	13	0	01	01
2007	0	0	00	05	02	09	03	02	05	06	0	06	04	03	07	0	01	01
2008	0	0	00	03	01	04	20	04	24	15	02	17	11	06	17	01	00	0
2009	0	0	00	20	03	23	10	14	24	11	08	19	04	06	10	0	01	10
2010	0	0	00	21	10	31	16	10	26	10	07	17	07	01	08	0	02	102
2011	0	0	00	21	6	27	12	07	19	02	03	05	0	0	00	02	0	02
2012	0	0	00	19	10	29	13	02	15	08	05	13	04	03	07	00	0	00
2013	0	0	00	11	2	13	16	08	24	03	02	05	04	06	10	00	01	01

B – Boys

G- Girls

Div – Division

T- Total

OBALANGA P/SPL E RESULTS

	DI	D2	D3	D4	DU	DX	D1	D2	D3	D4	DU	DX	Total
1996	00	00	00	01	02	00	00	07	05	08	04	02	27
1997	00	00	03	00	02	00	00	10	03	13	05	00	36
1998	00	01	01	00	05	02	00	07	05	14	07	00	42
1999	00	00	01	02	06	01	00	07	02	02	02	01	24
2000	00	01	01	01	04	02	00	07	00	04	00	00	21
2001	00	04	01	00	00	00	00	14	02	00	00	00	21
2002	00	05	02	00	00	00	00	17	01	00	00	00	25
2003	00	02	01	01	00	02	01	02	01	00	00	07	17
2004	00	01	01	00	00	02	00	09	03	02	01	03	22
2005	00	02	02	00	00	00	00	12	01	00	00	01	18
2006	00	05	02	00	00	00	00	15	02	00	00	00	24
2007	00	03	02	0	0	0	00	11	00	00	00	01	17
2008	00	04	01	00	00	00	00	20	01	00	00	00	26
2009	00	13	02	00	00	00	00	0	19	02	00	00	36
2010	00	12	02	00	00	01	00	20	03	00	00	00	38
2011	01	12	00	01	0	0	00	19	02	00	00	00	38

B – Boys

G- Girls

Di – Division

OPOT P/S PLE RESULTS

YR	DIV 1		DIV 2		DIV 3		DIV 4		DIVU		DIV X		TOTAL	
	BOYS	GIRLS	B	G	B	G	B	G	B	G	B	G	B	G
2000	00	00	09	00	11	00	06	07	10	08	00	00	36	15
2001	02	00	12	09	00	00	00	00	00	00	00	00	14	09
2002	02	00	14	09	01	01	01	02	00	00	00	02	18	14
2003	02	01	14	07	02	04	01	01	07	01	07	02	33	16
2004	00	00	03	00	00	07	00	00	00	00	00	00	08	07
2005	00	00	18	05	03	08	00	00	00	00	00	03	21	16
2006	01	00	30	08	00	03	00	01	00	00	01	00	32	12
2007	05	00	21	07	00	00	00	00	00	00	00	00	26	07
2008	02	01	12	11	00	00	00	00	00	00	00	00	14	12
2009	00	01	19	25	00	00	00	00	00	00	00	00	19	26
2010	8	00	15	13	00	00	00	00	00	00	00	00	23	13
2011	05	01	19	19	01	00	00	00	00	00	00	00	25	20
2012	11	01	42	28	05	06	02	02	00	00	00	00	60	37
2013	03	01	37	36	02	13	00	02	00	00	00	00	42	53

B – Boys

G- Girls

Div – Division

APPENDIX 5: INTRODUCTORY LETTER

APPENDIX 6: DETERMINING SAMPLE SIZE FROM A GIVEN POPULATION