

*The Influence Of
Perceived Post Election
Violence On Academic
Performance Among
Secondary School
Students In Nakuru
County, Kenya*

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Abstract

Education is a driving force for any nation's development. Good academic performance of students has drawn the attention of the government, educationists, teachers, administrators, researchers and even students. Academic achievement or performance is the output of education, the extent to which a student, teacher or institution has achieved the educational goals. Violence interrupts learning, may destroy learning resources, may destroy people and may give rise to untold miseries. In 2008, Kenya experienced post-election violence (PEV) and Nakuru County was one of the areas affected by this violence. The post election violence claimed about 1200 lives, maimed others and about 350,000 were displaced. The secondary school students were not spared either, some schools were destroyed and others closed down. The study investigated the influence of perceived post election violence on academic performance among secondary school students in Nakuru County in Kenya. The study adapted ex post-facto correlational research design. Njoro, Molo and Kuresoi were some of the districts adversely affected by post election violence. The study recommended the need to enhance capacity building programmes in secondary schools through organizations of workshops, seminars, and inviting guest speakers to increase students' motivation in academic performance.

Keywords: Motivation, concentration, academic performance

1. Introduction

Violence is the expression of physical or verbal force against self or others, compelling action against ones will or pain of being hurt (Wainryb & Pasupathi, 2007). It is the intentional use of physical force or power, threatened or actual, against a person, or against a group or community that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment or deprivation (Ahmad, 2004). This definition associate's intentionality with the committing of the act itself, irrespective of the outcome it produces.

Globally, violence takes the lives of more than 1.5 million people annually: just over 50% due to suicide, some 35% due to homicide, and just over 12% as a direct result of war or some other form of conflict. For each single death due to violence, there are dozens of hospitalizations, hundreds of emergency department visits, and thousands of doctors' appointments (Andrews *et al*, 1998). Furthermore, violence often has lifelong consequences for victims' physical and mental health and social functioning and can slow economic and social development.

Violence, however, is preventable. Evidence shows strong relationships between levels of violence and potentially modifiable factors such as concentrated poverty, income and gender inequality, the harmful use of

alcohol, and the absence of safe, stable, and nurturing relationships between children and parents. Scientific research shows that strategies addressing the underlying causes of violence can be effective in preventing violence (Ahmad, 2004). Examples of scientifically credible strategies to prevent violence include; parenting education to prevent child maltreatment; life skills training for children ages 6–18 years; school-based programmes to address gender norms and attitudes; reducing alcohol availability and misuse through enactment and enforcement of liquor licensing laws, taxation and pricing; reducing access to guns and knives; and promoting gender equality by supporting the economic empowerment of women.

Violence is one of the leading causes of adolescent morbidity and mortality around the world. Young people are disproportionately represented among both the perpetrators and victims of violence. There are multiple factors within the contexts in which young people live, their families, schools, peer groups, neighborhoods, and sociopolitical environments, that predispose to and buffer against violence. Likewise, there are multiple preventive strategies that effectively address these factors and reduce violence involvement and injury. Youth violence can be prevented by applying science-based public health approaches to defining the problem, determining root causes, correlates, and modifiable risk and resilience factors, and designing, implementing, evaluating, disseminating, and sustaining effective interventions (Ahmad, 2004).

Violence in society can perpetuate itself over decades, long after a nation has suffered an initial traumatic experience (CITK, 2002). As medical research has shown, excessive exposure to traumatic violence may alter the developing central nervous system probably by changing receptor sensitivity (Passer & Smith, 2004). This may predispose the victim of violence to be more impulsive, reactive and violent individual. Hence, violence may breed more violence in the future.

Political violence has occurred in many parts of the world. The war in Iraq has resulted in the deaths of thousands of people and turned over 2,000,000 into refugees (International Herald Tribunal, 2000). In Rwanda, the tribal conflict between the Hutu and Tutsi led to the genocide of 800,000 people within a hundred days (Bernett, 2003). Similarly, the civil war in Somalia has killed 21,000 people and caused immense displacement of people (Munene, 2011). The election disputes that brought about the post election violence in Kenya appears to be bringing copycat conflicts in the region as witnessed in Ivory Coast and the 'Walk to Work' protest in Uganda (Matumbo & Mwaniki, 2011).

Kenya is a land of contrasts. This is not only true of the physical, geographical and climatic conditions of the land, but also of the social and cultural characteristics of its people. These unique circumstances which had in the past engendered national pride, unity in diversity and tribal harmony, have regrettably in recent times has

been the cause of tribal clashes (Commission of Inquiry into Post Election Violence in Kenya, (CIPEV) (2008).

The tribal clashes that have been experienced in our nation have been encountered since 1991 have been a sad chapter in the history of our beloved republic. They have resulted in considerable loss of lives and injury to persons and destruction of property, they have caused fear, suspicion, mistrust and insecurity among the general population in the Republic; they have inhibited the progress towards social cohesion and the integration of our society; they have been detrimental to public peace, national tranquility, law and order, human rights and the rule of law which are the cornerstone of economic and social development (Commission of Inquiry into Tribal Clashes in Kenya Report, (CITCK) (2002).

One of the problems that befell the first independent African government was the existing deep rooted tribalism which was there because of lack of contact between the various tribes promoted in the colonial days. In spite of various attempt to eradicate this fundamental problem, it has continued today to hamper the consolidation of Kenya into a United Nation and adversely affects the political life of the country (CITIC, 2002). Further causes of tribal clashes have been outlined as ethnicity and clanism, land ownership, politics, political affiliation, cattle rustling, supremacy and illegal arms.

The issue of land in Kenya is often treated with fervent sentimentality and sensitivity and in many ways, considered explosive. Whereas the constitution guaranteed the right of ownership of property anywhere in the country, the peaceful co-existence of the fourty two tribes that live within our national borders, appears to have been profoundly undermined by diverse man-made problems that either directly or indirectly are connected to land. Recent development in the political arena have tended to exacerbate rather than ameliorate the situation and by the same token, have ushered in such problems that have far-reaching implications to communities within multi-tribal farms.

The Commissions of Inquiry into Tribal clashes in Kenya (2002) recommended the following as a measure of putting an end to tribal clashes;

1. The police and provincial administration to take firm and drastic action to prevent tribal clashes.
2. Social political leaders, security, police and administration services to shun from incitement.
3. The government to embark on an ambitious programme to issue title documents to all people who were either allocated land there by the government or who bought the same from previous owners.
4. All those displaced from their farms during tribal clashes should be identified and be assisted to resettle back on their farms and appropriate security arrangements made for their peaceful stay thereon.

5. Discontinue tribally based settlements
6. Educate all residence of the places where the tribal clashes occurred.
7. Improve infrastructure in those areas where cattle rustling was a problem to improve mobility and communication in tracking down stolen livestock.
8. To deal with incitement firmly especially from the politicians.
9. To delink police force from the provincial administration and be made independent.

All the above recommendations were not acted upon because even the report was made public after Human Rights activists demanded its release (CIPEV, 2008).

The Commission of Inquiry into post election violence in Kenya (2008) was set to establish and analyse the extent of post election violence made the following observations about post election violence;

1. The post election violence had a distinct ethnic dimension.
2. Initial violence witnessed in the Rift Valley (Nakuru County) was spontaneous and was in part a reaction to the perceived rigging of election.
3. Subsequent the pattern of violence showed planning and organization by politicians business and others who enlisted criminal gangs.

Some of the pointers to the organization included the fact that in some instances, warnings were issued to the victims before the attacks. The violence involved large numbers of attackers, often mobilized from areas outside the location of violence. Petrol and other weapons were used in various places to carry out the attacks and destruction, which required arrangements as regards to acquisition, concealment and transport. Sometimes the attacks specifically targeted only members of a given ethnic group to the exclusion of others.

The report also indicated that a total of 1,133 people died. The geographical distribution of the deaths was unequal, with Uasin Gishu district leading with 230 people followed by Nakuru with 213 people. The post election violence led to a total of 3,561 people being injured which resulted from sharp pointed objects, blunt objects, gunshots, arrow shots, burns and assault. A total of 117,216 private properties were destroyed which included business premises and residences, while 491 government own properties were destroyed.

Previously, Molo district had experienced serious incidences of violence before the presidential and parliamentary elections of 1992 and 1997 (Government of Kenya, 2008). In 2007, the main difference was that the violence was more intense and it also covered both the rural regions as well as the urban centres. Another phenomenon is the fact that it lasted for a longer period and occurred after rather than before the

elections (CIPEV, 2008). The post election violence exposed people to problems. Some communities were forced to flee, leaving behind their history, homes, property and cattle, to save their lives (Gwiyo, 2008). This brought great loss to the victims of violence who experienced loss and grief as a result. Some communities became displaced and some ended in camps for Internally Displaced Persons (IDP).

Internally Displaced Persons are the human face of the problem caused by post election violence (CIPEV, 2008). Internally displaced has been a permanent feature of Kenyan history from colonial times onwards. Colonialism led to the evictions of natives from the ancestral land, to make way for settlers in colonial Kenya, to recent violent evictions accompanying the 1992, 1997 and 2002 elections. IDPs have been country's political landscape. Approximately 350,000 persons were displaced from their normal abodes of residence and business (CIPEV, 2008).

People were displaced as a result of violence. They moved to places considered safe like police stations, administrative posts, churches and trading centres. The settlement conditions in IDPs camps in churches, trading centres, chief's camps, administrative police camps and police stations were reportedly bad (CIPEV, 2008). They were the subject of attacks by criminal gangs and marauding youths. They were also ethnically divided reflecting the ethnic divisions at the time. Most IDPs further had to leave their home with nothing except the clothes they were wearing. The situation was aggravated during the height of the violence when basic services were not available and the supply lines were blocked. The IDPs depended mainly on relief food and basically had no way of earning a living. They lacked access to basic facilities such as medical, educational, social and economic services.

Among the displaced people were students of secondary schools who got cut off from their colleagues, friends, teachers and schools (CIPEV, 2008). This was a challenge to the education sector which had to come up with workable solutions. The perpetrators of post election violence raided houses, summarily executed persons on the spot, looted houses and burnt them down (CIPEV, 2008). A total of 1133 deaths were reported. Such extreme experiences of violence may bring traumatic consequences for individuals and their families (Gwiyo, 2008). This caused fear, and forced people to relocate to new setup with assumed security. This may explain the present efforts of internally displaced people to try and settle elsewhere rather than go back from where they were uprooted during the post election violence. The post election violence led to displacement of people from their homes and forced them to settle in camps for Internally Displaced Persons.

The secondary school students were not spared either. In some cases, schools were burnt down while learning environment was disrupted (CIPEV, 2008). This may have led to wastage of time and resources which may

have negatively affected the educational sector. Some students may have suffered the most devastating influence. Parents during violence lacked ability to protect and care for their children (CIPEV, 2008). Violence may have negative influence on students who may develop ideologies and psychological mechanisms that may promote and perpetuate communal violence. Violence may destroy basic trust between persons within communities and government institutions (CIPEV, 2008). This may have brought hatred, suspicion, feelings of insecurity, desertion and hopelessness among the post election violence victims.

The post election violence had a negative influence on the education sector. The environment for systematic and coordinated learning may have been disrupted irreparably (Gwiyo, 2008). Worse still there may be some students who lost parents and for whom getting fees and other necessities would be a real challenge. Trauma and depression may be common among the displaced students. It is from this background that the research intended to establish the influence of perceived post election violence on academic performance among secondary school students in Nakuru County.

2. Statement Of The Problem

The period following the December 2007 general election, Kenya experienced unprecedented post-election violence. Molo, Njoro and Kuresoi were some of the districts adversely affected by post election violence. The effects of socio-political violence may have negative consequences on the overall development of the victims. This led to losses of life, property and livelihood. Injuries were also sustained while thousands of people were displaced. The post election violence of 2008 may have brought great loss to the education sector. Some parents were killed, maimed, while others lost their means of livelihood. This may have affected the parent's ability to provide effectively and sufficiently the basic needs of the students. Some students lost their parents, books, home and became displaced. These students may have experienced great losses and agony. Mostly they may experience adverse psychological problems which may have been manifested in their behaviour in schools. This may result in serious emotional problems such as lack of interest in any social activities, irritability, aggression and suicide. The study sought to establish the influence of perceived post election violence on academic performance among secondary students in Nakuru County in Kenya.

3. Purpose Of The Study

The study was to establish the influence of perceived post election violence on academic performance on secondary school students in Nakuru County.

4. Objectives Of The Study

The study was guided by the following objective:

1. To determine the influence between perceived PEV on academic performance on secondary school students.

5. Literature Review

Academic performance is the level of performance evaluated using examination as a yardstick (Reber & Reber, 2001). Academic achievement or (academic) performance is the outcome of education. It is the extent to which the student, teacher or institution has achieved their educational goals. Academic achievement is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important-procedural knowledge such as skills or declarative knowledge such as facts (Ward et al, 1996).

According to Muola (1990), examinations have been accepted by educationists and other stakeholders as an important aspect of our educational system. He further says that examinations have always been used as the main basis for judging student's ability and also as a means of selection for educational advancement and employment. Muola argues that poor performance of students has drawn the attention of the government, educationist, teachers, administrators, researchers and even students. This is because good academic results are anticipated by parents, teachers and the community at large. Education is expected to develop the youth for natural development among other objectives. The perceived post election violence may have had a negative impact on students' performance as the learning environment was interrupted. Self-concept results from the subject internalization of his social image. It is developed from different interactions with the social context and agents, great importance assigned to acceptance or rejection from others, especially significant others.

Individual differences in academic performance have been linked to differences in intelligence and personality (Sofie *et al.*, 2011). Students with higher mental ability as demonstrated by IQ tests (quick learners) and those who are higher in conscientiousness (linked to effort and achievement motivation) tend to achieve highly in academic settings. A recent meta-analysis suggested that mental curiosity (as measured by typical intellectual engagement) has an important influence on academic achievement in addition to intelligence and conscientiousness.

Children's semi-structured home environment transitions into a more structured learning environment when children start first grade. Early academic achievement enhances later academic achievement (Bossart, 2007).

Parent's academic socialization is a term describing the way parents influence students' academic achievement by shaping students' skills, behaviors and attitudes towards school (Katherine, 2007). Parent influence students through the environment and discourse parents have with their children. Academic socialization can be influenced by parents' socio-economic status. Highly educated parents tend to have more stimulating learning environments. Children's' first few years of life are crucial to the development of language and social skills. School preparedness in these areas help students adjust to academic expectancies (Kerry, 1995).

Adell (2002) considers family background as the most important and most weighty factor in determining the academic performance attained by the students. Among family factors of great influence are social class variables and the educational and family environment. A research carried out in Spain (Adell, 2002) on student's performance in secondary school revealed that upper-class students, show better use of cognitive strategies than those of lower social class. Affective and relational variables also stand out in academic performance. Other research indicates that the most influential family components on performance are not socio-cultural or economic, but rather those pertaining to the affective or psychological dimension that is, although good academic preparation in the parents especially the mother, and a positive cultural environment, favour scholastic performance, it is affective and relationship variables, which most stand out as factors in performance (Adell, 2002). Post election violence had negative influence on the family's involved, emotional wellbeing and academic performance.

The influence of the family educational climate is defined by the amount and style of help that children receive from the family (Marches & Martin, 2002). Parental expectations have notable influence on academic results. The level of family cohesion and family relationships prove themselves' capable of predicting performance (Buote, 2001). Post election violence may have influenced all these facets of interrelationships which may adversely influence emotional wellbeing and academic performance. The parenting style is also influential in the students' educational process as well as in family-school relationships (Castejon & Pere, 1998). A positive family climate favours the development of well-adapted, mature, stable and integrated subjects, an unfavourable family climate promote non-adaptable immaturity, lack of balance and insecurity (Rodriquez, 1986).

These authors find that teacher expectations significantly influence students' results. The teachers' assessment is mediated by two variables.

1. The students' intelligence, that is the greater the intelligence, the better the academic results and the better reciprocal appreciation between teacher and student.

2. Family support for studying also makes the student value his teacher more highly.

When a student is exposed to violence, his emotions are run through the wringer. Fear, confusion, grief and sometimes guilt can lead a student to begin questioning his own abilities or safety. These emotional struggles often manifest in severe depression or thoughts of suicide. In fact, students who have been exposed to violent events are far more likely to suffer from depression than students who have not. Dealing with depression may require medication, and students should seek the help of a therapist (Farrington, 1989). Some children who experience violence may come to learn that violent outbursts are just one way to solve a problem. These students will then begin to display violent behavior on their own (Osofsky, 1999). The perceived post election violence may have left an impact unless counseling interventions are employed to address the situation. The main objective of the study was to establish the influence of perceived post election violence on academic performance on secondary school students.

5.1 Conceptual Framework

This section covers a description of the independent variables (post election violence) the dependent variables and the interactions with the intervening variables.

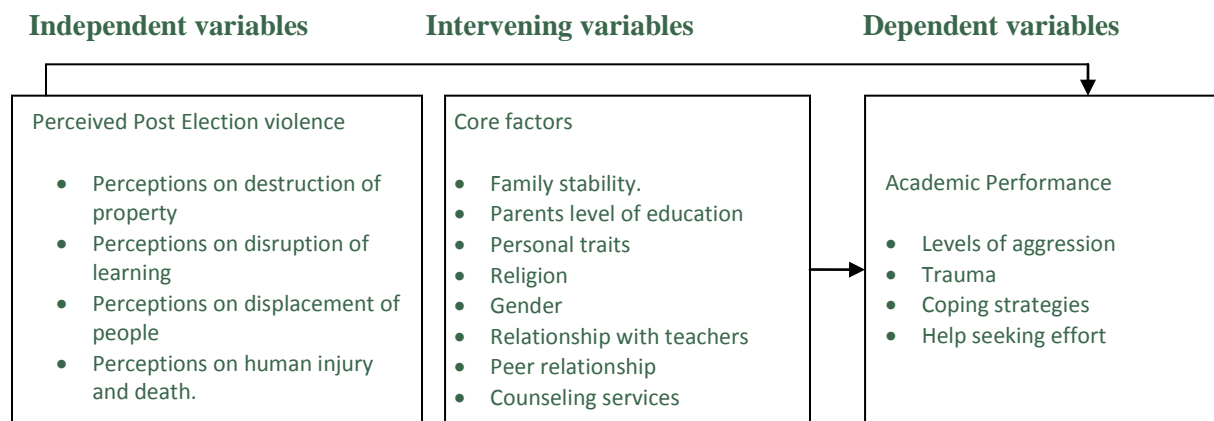


Figure 3: Effect of post election violence on academic performance

The post election violence affected academic performance among secondary students not only to the victims of violence but also to those who watched the events as they were covered by the media. There was destruction of property, disruption of learning, displacement of people, human injury and even death. There may be a possibility of students learning to solve day to day conflicts through aggression as they may have observed their models behave likewise during the post election violence. The students whose houses were burnt down and parents killed may suffer trauma. These effects may give rise to depression and or post traumatic stress disorder. This may appear months or years after post election violence. It is also possible for

some victim to adopt coping mechanism such as learned helplessness which may have a negative impact on their lives and influence their coping strategy. When student's basic needs are not adequately met, it may be difficult for them to achieve their academic goals. Factors such as family stability, academic level of the parents and social support offered to the students will determine how well they will address their academic performance. Gender, personality traits and religion will influence their coping abilities. The school environments which include the school curriculum, relationship with the peers and the teachers will be a source of hope as far as students' academic performance is concerned.

6. Research Methodology

The study employed *ex post facto* correlational research design which was appropriate due to characteristics of the population studied. The characteristics that served as independent variables could not be directly controlled by the researcher because their manifestations had already occurred and therefore not manipulatable (Kerlinger, 2000). These assessed the relationships among variables with the goal of predictive relationships (Shaughnessy, Zechmeister & Zechmeister, 2000). Inferences were made without manipulation of the independent variables which were the post election violence (killings, internal displacement of persons, injuries and property destruction). The dependent variable, academic performance was considered as resultant from the independent variables.

The target population was form four students in Njoro, Molo and Kuresoi which had 3,296 boys, 3,094 girls and 82 teacher counselors (GOK, 2009). The form four students represented one of the most senior classes in a secondary school system in Kenya and could be more reliable to involve them in the study as they are better placed to remember the post election violence as it unfolded. The teacher counselors form an essential segment of that population as they are directly involved in students wellbeing. They handle day to day challenges that the students encounter in their academic pursuits.

Purposive sampling of Molo, Njoro and Kuresoi districts in Nakuru County and teacher counselors was done. Proportionate sampling was used to select the required number of schools per district, the number of boys and girls (in order to cater for gender balance). A sample of 360 students and 30 teacher counselors comprised the sample of the study. The study adopted a formula by Kathuri and Pals (1993) for estimating a sample n as follows:-

$$n = \frac{\bar{x} NP(1-P)}{\sigma^2(N-1)+\bar{x} P(1-P)}$$

Where:

$$n = \text{Required sample size}$$

- N = The given population size of form four students 6,380 in this case
- p = Population proportion, assumed to be 0.50.
- δ^2 = The degree of accuracy whose value is 0.05.
- x = Table value of Chi-square for one degree of freedom which is 3.841

Substituting these values in the equation, estimated sample size was

$$n = \frac{3.841 \times 6,380 \times 0.50 (1-0.5)}{(0.05)^2 (6,380-1) + 3.841 \times 0.5 \times (1-0.5)}$$

$$n = 360$$

Table 1: Sample Frame

Districts	No. of schools	No. of boys	No. of girls	No. of teacher counselors
Molo	5	53	61	10
Njoro	3	47	54	6
Kuresoi	7	87	58	14
Total	15	187	173	30

Two questionnaires were used. The student’s questionnaire consists of 15 questions seeking information from the students related to post election violence. This covered issues they encountered during that time. The students rated their academic performance in 2010, 2011 and 2012. The teacher counselor’s questionnaire consisted of 34 questions that covered variables including students’ academic performance.

Content validity of the instrument was determined by consultation with the supervisors and other research and social psychology experts in the Department of Psychology, Counseling and Educational Foundations of Egerton University in order to make adjustments where necessary and perfect the instruments. The instruments were pilot tested to establish reliability. Three schools were purposively selected; thirty students and six teacher counselors from Naivasha District were selected for pilot testing of the instruments because it is an area that was affected by post election violence. The respondents bore similar characteristics to those of the participants of the main study (Banyard & Grayson, 2000) but were not included in the final sample. The respondents consisted of both girls and boys in form four classes. Split-half procedure which involved scoring two halves of a test separately for each person and the calculation of a correlation coefficient for the two sets of scores were used to establish the reliability of the instruments. The reliability coefficient of the questionnaire was 0.722. For this reason, the instruments were considered reliable for this study. .

Both descriptive and inferential statistics were used in data analysis. Descriptive statistics inform of frequency tables and percentages were generated to explain various attributes of the variables under study. Inferential statistics inform of Pearson's Product Moment correlation was used to determine the influence of perceived post election violence on academic performance. Data was coded and analysed by use of SPSS (Statistical Package for the Social Sciences) for windows version 17.0. The package is especially designed for the analysis for social science data and contains most of the routines social scientists employ (Nachmias & Nachmias, 1996).

7. Results And Discussion

Three hundred and sixty students and thirty teacher counselors indicated the influence of perceived post election violence on academic performance among the secondary school students in Nakuru County. Rating values were as; no influence, very weak influence, weak influence, strong influence and very strong influence. Table 2 showed students responses.

Table 2: Influence of Post Election Violence on Academic Performance in 2010, 2011 and 2012

Year	2010		2011		2012	
Academic Performance	F	%	f	%	f	%
No influence	70	21.0	49	13.5	73	20.3
Very weak influence	64	17.7	24	6.4	71	19.7
Weak influence	53	14.6	70	19.6	93	25.8
Strong influence	42	11.6	102	25.0	70	19.5
Very strong influence	131	35.1	125	34.5	53	14.7
Total	360	100.0	360	100.0	360	100.0

The study sought to establish the influence of perceived PEV on academic performance. In 2010 the respondents who indicated that there was no influence of perceived PEV on academic performance were 70 (21%). Those who reported very weak influence were 64 (17.7%), while weak influence was reported by 53 (14.6%). Strong influence and very strong influence was indicated by 42 (11.6%) and 131 (35.1%) respondents respectively as shown in Table 2.

In 2011 the respondents who reported no influence of perceived PEV on academic performance were 49 (13.5%), very weak influence was reported by 24 (6.4%), weak influence was reported by 70 (19.6%). Those who reported strong influence of perceived PEV 102(25%), while very strong influence was reported by 125

(34.5%). This supported the findings that there was a positive influence between perceived post election violence and academic performance.

In 2012 the students who reported no influence were 73 (20.3%), very weak influence was reported by 71 (19.7%), weak influence was reported by 93 (25.8%), strong influence was reported by 70 (19.5%), while very strong influence was reported by 53 (14.7%). The study showed a weak influence of perceived PEV on student academic performance. The students' responses could have been affected by memory loss with time lapse or motivated forgetting (Johnson, 1994). Previous research study had indicated that individuals who have been violated exhibit symptoms such as impaired concentration, impaired decision making, memory impairment, disbelief, confusion, nightmares, decreased self esteem and self blame (Osofsky, 2003). Pearson's Product Moment Correlation was used to establish the influence of perceived post election violence on academic performance as shown in Table 3.

Table 3: Influence of Perceived PEV on Academic Performance

		Mean effect of PEV	Mean Emotional Trauma Inventory
Mean relationship of PEV	Pearson correlation	1	.229*
	Sig (2-tailed)		.000
	N	359	334
Mean academic effect	Pearson correlation (2-tailed)	.229	1
	Sig (2-tailed)	.000	
	N	334	335

$p=.229$

*Correlation is significant at 0.05.

A Pearson's product moment correlation yielded a coefficient $r = .229, p = .000$. This meant that perceived PEV and academic performance were significantly correlated, $r = .229, p < 0.05$. There was a weak positive influence of perceived PEV on academic performance. Thus, increase in perceptions on PEV led to increase in academic problems leading to poor academic performance. These findings agreed with previous research findings which indicated that violence affected academic performance (Malan, 1979). This was also reported by O'Donell et al (2002) who had noted that students who have been victims of violence outburst or have experienced traumatic event may suffer from poor academic performance. Farrington (1989) had noted that

violence can disrupt a student from school work. This was further supported by students' responses on influence of perceived PEV on academic performance in 2010, 2011 and 2012. The study also sought teachers' perception on the influence of perceived post election violence on academic performance as shown in Table 4.

Table 4: Teachers' Perception on the Influence of Perceived PEV on Academic Performance

Academic Performance	No r/ship		Very weak r/ship		Weak r/ship		Strong r/ship		Very strong r/ship		No response		Total	
	F	%	f	%	F	%	F	%	F	%	F	%	F	%
PEV and academic performance														
PEV effects on students concentration	-	-	2	6.7	10	33.3	8	26.7	10	33.3	-	-	30	100
PEV on academic performance	-	-	1	3.3	6	20	8	26.7	14	46.7	1	3.3	30	100
PEV on motivation	-	-	4	13.3	8	26.7	10	33.3	8	26.7	-	-	30	100
PEV on self-concept	1	3.3	4	13.3	9	30.0	5	16.7	10	33.3	-	-	30	100
PEV on social class	-	-	7	23.3	5	16.7	6	20.0	12	40.0	-	-	30	100
PEV on students learning environment	-	-	1	3.3	6	20.0	3	10.0	20	66.7	-	-	30	100

The study sought to establish teachers' perception on the influence of perceived PEV on academic performance as shown on Table 4. All the counselors reported that the students' concentration was affected by PEV although there were varying degrees of intensity. The counselors who reported very weak influence were 2(6.7%), weak influence was reported by 10(33.3%), strong influence was reported by 8 (26.7%) while very strong influence was reported 10 (33.3%). Very weak influence of PEV on academic performance was

reported by 1(3.3%), weak influence was reported by 6(20%), strong influence, was reported by 8(26.7%) while very strong influence was reported by 14(46.7%). Motivation to learn was not spared either. All the counselors reported that the perceived PEV had a positive influence on students' motivation to learn although the levels of influence were reported in different intensities. Only one counselor reported that there was no influence of perceived PEV on students' self-concept. The influence of PEV on self concept was reported by 29 (96.7%). The students' social class and learning environment were also adversely affected. This is demonstrated by the counselors' report that showed this influence. These variables were key in academic performance as shown in this study. Gonzalez (2002) earlier had pointed out that personal variables most studied on academic performance are motivation and self-concept. This study showed that perceived PEV had a positive influence on academic performance.

There were discrepancies between counselors' perception and students' responses. This could be as result of some students employing effective coping strategies, while others may encounter memory loss or decay which may occur with time lapse (Passer & Smith, 2004). This could be as a result of motivated forgetting because of the unpleasant nature of PEV. Johnson (1994) had earlier criticized this view and wondered whether it was possible to deliberately forget information. This study suggests repression as the cause of memory loss. Ceci and Loftus (1994) had earlier suggested that repression occurs because people intentionally avoid thinking about negative issues. Freud (1975) had proposed that such psychological threatening feelings and traumatic events (i.e PEV) become repressed. Further, the repressed memories continue to unconsciously influence the person's behavior and personality, often in maladaptive or unhealthy manner. This suggests that the negative memories of perceived post election violence could negatively affect academic performance unless counseling interventions are employed to undo these effects.

8. Conclusion

The study found out that perceived PEV and academic performance were significantly correlated, $r=.229$, $p<.05$. Thus there was weak positive influence of perceived PEV on academic performance. This may be as a result of lack of concentration, inadequate resources and interrupted learning environment. However, this influence appears to be diminishing with time. This could be because of memory loss or effective coping strategies among the students. Hence perceived PEV led to poor academic performance.

The study found out the impact was more in 2010, and 2011. However, the influence appears to be diminishing in 2012. This could be as a result of memory loss or effective coping mechanism employed by students and assistance given by the teachers as they seek help. Post election brought displacement of people including students which negatively affected students' academic performance. Some students lost their

parents/caregivers which negatively affected the family support system (Marches and Martin 2000). Violence has negative effects on academic performance. This is as a result of lack of concentration, motivation and inadequate resources that negatively affect students' academic performance.

9. Recommendations

The study made the following recommendations.

1. There is need to enhance capacity building programmes in secondary schools through organization of workshops, seminars and inviting guests speakers on related issues among the students.
2. There is need to enhance parents' role in the education of their children. This can be achieved through offering parenting skills to them during open days through the assistance of schools.
3. It's important to effectively enhance capacity building of service providers to improve service delivery. This can be achieved through in-service courses organized by Ministry of Education and the Kenya Institute of Education.

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