

The Impact of Post-Election Violence on Students' Academic Performance: A Case Study of Rongo Sub-County, Kenya

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Abstract: *The advent of post-election violence during Kenya's 2007/2008 presidential election derailed educational and economic activities. With every subsequent election that has taken place, there is a wave of uncertainty on the effects the exercise would have on the lives of citizens. Therefore, this study examines the impact of post-election violence on students' academic performance in Kenya, using the Rongo sub-county as a case study. The study adopted the mixed method research design, employing descriptive techniques for data analysis. A sample of 175 classroom teachers was involved through questionnaires and an interview was also carried out involving 8 school head teachers and 3 educational experts from the Ministry of Education and Teachers Service Commission, Rongo sub-county, Kenya. The results show that post-election violence hinders students' academic performance. This finding was reinforced by the statistical significance of the chi-square test statistics of the items used in administering the questionnaires. The chi-square statistics show that all the items' probability (p) value is less than the standardized 5% significance level, implying that post-election violence negatively affects students' academic performance. The findings provide implications for setting up policies to address the adverse effects of post-election violence on student academic performance.*

Keywords: post-election violence, students' academic performance, education, Kenya

1. Introduction

An election is a constitutional and legal procedure for selecting a candidate for public office or voting on whether to accept or reject a political program (Eulau et al., 2015). In this regard, elections are considered a central institution of democratic governance since democracy entails that government's powers are derived solely from the consent of the governed and that the primary mechanism for converting that consent into governmental authority is through free and fair elections (USAID, 2015). Post-election violence has become a common trend in most developing countries with the era of the electoral process which gives competing parties political power to rule (Apollo, 2014). According to Brundtland (2002), violence affects people around the world and impacts human activities. In Africa, several countries have experienced post-election violence. As such, election time in Africa is usually a trying moment for most African countries. In some cases, it results in post-election violence which affects the normal functioning of many organs, including educational institutions. This leads to the closure of schools, destruction of properties, displacement of people, and even loss of lives.

For instance, Zimbabwe experienced Post-election violence on the 20th of March 2008 following a disputed presidential election between the then-incumbent president Robert Mugabe and the leader of the Movement for Democratic Change Morgan Tsvangirai (Mpfungu, 2008). The impact was felt in the education sector as learning was paralyzed. Moreover, the rate of absenteeism of both students and teachers was realized. In addition, the bigger part of the academic calendar was so wasted that the suspension of exams was a priority. The situation also worsened on the political front which negatively affected education (World Bank, 2021).

Notably, Zaire presently known as the Democratic Republic of Congo was the first country to suffer from post-election violence in 1960. This led to a crisis in the whole country that made the resource-endowed provinces like Katanga to be separatists in this case, the then leader of the mining province of Katanga, Moise Tshombe, enjoyed the support of the mining Union of Haut-Katanga and the majority of the settlers and took advantage of the Belgian intervention and the chaos in Leopoldville to proclaim the independence of Katanga (O'Ballance, 2000). According to Wambura (2008), most of the schools were like hiding positions during the conflict due to the displacement of people. Hence, learning could not continue due to the crisis.

In the year 2007-2008, Kenya experienced post-election violence. Notably, according to a report by Skinner et al. (2014), more than 1200 Kenyans were killed, thousands were injured, over 300,000 people were displaced and 42,000 houses and many businesses were looted or destroyed. During this period, schools were used as safe havens and centers for humanitarian support for internally displaced persons for prolonged periods hence, interfering with schooling. This points to the fact that violence in any of its forms does not guarantee sustainable peace and security but rather causes severe havoc to societal growth and development.

Notably, the Post-election violence interfered with education activities and schools were not operating which was against the Kenya Education Act chapter 4 on the right to access free compulsory education, and right to quality education for all students in Kenya which were theoretical and not practical since the rights of students was violated nothing was done.

The rising level of insecurity that stormed the atmosphere in Kenya during the 2008 post-election violence also created a sense of discomfort for the school-going children. The reason was that the rising insecurity adversely impacted the minds of the students thereby affecting their psyche. The effect of the post-election violence on academic performance was devastating as students could not have the sound mind to grasp concepts and abstract ideas being taught in class. This follows the adage that, a sound mind is a sound body and a healthy mind is a healthy person. One can only function effectively in an atmosphere of peace, unity, and tranquility. Hence, peace and security are the conduits for societal prosperity. However, the dividends of education the words of Sifuna (1994) "Education is vital for acquisition of knowledge, skills, and values which culminate into productivity in an individual as well as social and economic development". In addition to the above, Worthens, (2014) postulates that education enables individuals to solve social problems. Based on the above-elaborated problems associated with post-election violence, this paper seeks to examine the impact of post-election violence on student academic performance in schools in the Rongo sub-county in Kenya as a case study. The remaining sections of this paper are organized as follows: section two is made up of the literature view where associated empirical and theoretical literature is examined, section three presents the methodology and data collection techniques, section four outlines the empirical results, discussions finally conclusion, and recommendation.

2. Literature Review

This section comprises the review of related empirical literature conducted over the past and theories relevant to the topic under discussion.

2.1 Empirical Literature Review

A study carried out by Amulega (2013) focused on the effects of post-election violence on pupils' performance at Kenya Certificate of Primary Education in public primary schools in Wanjohi resettlement farm in Nyandarua, Kenya. The findings of the study were that displacement affected learning due to high enrolment hence a shortage in learning materials resulting in poor academic performance. The study recommended that the government provides faster financial assistance to violence victims, the education sector be keen on the effects of displacement due to violence on academic performance to minimize the adverse effects of violence on learning, and employ counselors for counseling affected pupils.

According to Muchai (2015), in a study to examine the effect of 2007 post-election violence level on emotional well-being and academic performance among secondary students in Nakuru county Kenya. The study findings were that PEV had a significant negative effect on academic performance among the students in Nakuru county. The study, therefore, recommended that secondary school students should have practical guidance and counseling programs that should address emotional problems because they interfere with students' academic performance.

Kiara (2015) studied the influence of PEV on girls' participation in secondary education in the Nyandarua South sub-county of Kenya. The findings suggest that absenteeism affects the performance of most girls from displaced families

Brück et al. (2019) in their work on the effect of violent conflict on student academic achievement in Palestine high school students, the study found that conflict negatively affects academic performance. It recommended that government need to put in place effective education policies to mitigate the negative effects of conflicts on academic achievement.

Osuji & Jaja (2021), conducted a study to investigate the perceived influence of post-election violence on the academic performance of students in public secondary schools in Port Harcourt, Nigeria, and found that displacement of families during post-election violence influenced negatively the academic performance of students in public secondary schools. The study recommended that effective security measures should be put in place to reduce fear in students and teachers. Additionally, effective measures should be taken to create a national insurance plan to help families in cases of displacement during the post-election violence.

A study by Michaelsen & Salardi (2020) examining the effect of violence on educational performance in Mexico found that violence negatively affects academic performance. The study recommended that the education sector should put in place extra resources to ensure teaching support and smooth implementation of exams, offering additional counseling support to students.

Gichuki (2009) investigated the effects of post-election violence on pupils' academic performance in Ndumberi Kiambu district, Kenya. The study found that post-election violence negatively impacted student academic performance in schools. The study recommended that teachers promote a conceptual understanding of the causes of post-election violence.

2.2 Theoretical Literature Review

In this section, two theories have been used to have a better understanding of how post-election violence and student academic performance are related to this end, the Stress theory and the classical behaviorism theory have been adopted.

2.2.1 The Stress Theory

The Stress theory was propounded by Hans Selye in 1976. The theory provides the theoretical foundation for this study. Selye (1976) stated that all species that are subjected to a variety of environmental stressors exhibit a stress response, which is a shared set of basic emotional responses. The kind of stressor that is encountered has no bearing on the pattern of response. He coined this generalized reaction called "the General Adaptation Syndrome". Applying this theory to the effects of conflicts of all kinds on students' emotional stress, one can relate that a range of personal traits and environmental experiences have an impact on student's

academic success as well as their overall socio-emotional development. The social setting in which students live is one of the most important factors in determining the trajectory of their development. While being exposed to a disrupted or stressful environment has been associated with a variety of negative mental health outcomes, encountering a positive and supportive setting during childhood is arguably a good to nurture good cognitive, social, and emotional development. Some important primary activities, like academic success and achieving educational potential, may be hampered by stress and the associated emotional anguish.

However, critics of this theory have it that the theory was only conducted on animals, and their responses to stress may differ from humans; the theory does not take into account individual differences, and the perception of people regarding stressors differ. Nonetheless, the theory is still relevant in analyzing the effects of violence in all forms on students since a child's exposure to violence has several unfavorable long-term consequences on the child's academic achievement. A child's mastery and control may be undermined by uncertainty or disrupted settings, which can leave them feeling helpless. Stressful situations can have a variety of effects on how students cope in school. Stress in other regions of students' lives may have an immediate negative impact on their performance. The stressor for the students in this situation is thus violence.

The effects of violence on students are evident by reducing the time, energy, and concentration or attention sufficient for academic work and school activities, such as time to be promoted to the next class. Also, excessive stress may take coping mechanisms out of attempts to handle the difficulties of education. Pupils and students may become stressed and have a feeling of hopelessness as a result of being disengaged from school. Last but not least, challenging situations beyond the classroom may cause kids to prioritize their academic ambitions lower, weakening the value placed on education; this all amounts to violence because it interferes with the education process of the student as others get involved in harmful activities during these moments.

Moreover, post-election violence is a trying moment for students and parents who are non-locals to the region where they settle. During this time, due to the destruction of properties, parents usually lose a lot of wealth. Because of displacement, the students who were affected and displaced underwent stress which affected their studies hence influencing their academic performance and interfering with their education due to psychological stress. Parents, too, because of displacement and loss of properties, as well as stress found it difficult to take their children to school, and this impacted negatively the student's academic performance.

2.2.2 Classical Behavioral Theory

The Classical behavioral theory was propounded by John Watson in 1913 (McLeod, 2007). According to John Watson, behavior is a scientific study of human character. Behaviorism theory aims to provide the basis for predicting and controlling human beings. Given the situation, to tell what human beings will do, given the man in action to be able to say why he is reacting in that way. Watson conditioned a young boy Albert by giving him a white rat, and the boy could not cry, but when Albert was given a rat accompanied by a loud voice, the child cried.

Critics of this theory have it that the researcher confounded their experiment by conditioning little Albert using the same neutral stimuli as generalized; doubts exist whether this fear response was a phobia, and the experiment was conducted by an individual and therefore, the findings cannot be generalized.

According to this theory, the behavior of a child was conditioned so that through peace the child could smile as he saw the rat. But when the rat was given to him conditioned by the noise, the child cried, implicating that in most cases, education needs peace to continue uninterrupted in case there is violence the education and rights of students are violated. The child crying simply points out that the environment is definitely not conducive for learning and therefore experiences the destruction of properties, displacement of people, and change in an academic calendar which negatively affects academic performance due to time lost to cover the syllabus. A peaceful learning environment is encouraged for schools or institutions of learning because it enables the learners to learn without interference. In addition, violence causes discomfort to the students and teachers at large.

Moreover, the destruction of properties, displacement, and an unchanged academic calendar negatively affected students because of violence; their properties were destroyed. During the year 2008, the academic calendar was unchanged schools began in April and exams commenced in October which negatively affected the learners' performance due to the shortage of time to complete the syllabus. Furthermore, as compared to the previous year the mean grade of most schools dropped.

3. Methodology

The study employed the descriptive research design using the qualitative and quantitative approaches for data analysis. The units of measurement of post-election violence are represented by displacement of people, destruction of properties, and change in the academic calendar, while that of academic performance is denoted by enrolment rate, students' performance, students' completion rates, students' understanding of subjects, students' skill development, and student-teacher relationship. Post-election violence was assumed to have affected students' academic performance through these indices. Data on these variables were collected using questionnaires and interviews approach. The questionnaires were distributed among teachers across eight schools in the Rongo sub-county, Migori county, Kenya based on the number of teachers represented in each school. Similarly, structured interviews were carried out among the headteachers of the eight selected schools as well as three education experts comprising the Chief Executive Officer at the Ministry of Education, Rongo sub-county; the Human Resource Officer at the Teachers Service Commission, Rongo sub county and an assistant education officer at the Ministry of Education Rongo sub-county Migori county Kenya. The yearly mean

grade of students' performance based on the results of the Kenya Certificate of Primary Education and the Kenya Certificate of Secondary Education among the eight schools was collected over the period 2004-2010.

4 Results and Discussions.

In this section, we present the response rate of the questionnaires that were administered to the respondents, the outcome of the responses, the results based on the mean grades of students' performance among the eight selected schools, and finally highlight the discussion and conclusion of the findings.

4.1 Questionnaires Response Rate

The number of questionnaires that were administered was 175 and the return rate was 100% with the help from the CEO ministry of education who helped in communicating with the school headteachers which made it possible to get a 100% return rate. In addition, the high response rate could also have been attributed to the use of competent research assistants, earlier notification of respondents and voluntary participation by respondents, drop-and-pick questionnaires to allow sufficient time to fill, assurance of confidentiality, and anonymity to the participants.

4.2 Presentation of the Results

This study implored the knowledge of the teachers on the effects of post-election violence on students' performance including students' understanding of subjects, students' skills development, students' completion of school, student final and end-of-term test scores, low school attendance, student-teacher relations, student academic performance. The responses of the participants are shown in Table 1.

Table 1: Effects of post-election violence on students' academic performance

Indicators	Strongly Agree		Agree		Not Sure		Disagree		Strongly Disagree	
	Feq.	Percent	Feq.	Percent	Feq.	Percent	Feq.	Percent	Feq.	Percent
Students' understanding of subjects	62	35.4	82	46.9	7	4.0	17	9.7	7	4.0
Students' skill development.	36	20.6	94	53.7	21	12	15	8.6	9	4.6
Completion rate of students	76	44.6	73	43.4	10	5.7	6	3.4	5	2.9
Students' final and end-of-term test scores	82	46.9	74	42.3	8	4.6	6	3.4	5	2.9
Low students attendance rate	73	41.7	79	45.1	13	7.4	6	3.4	4	2.3
Student-teacher relations	57	32.6	69	39.4	20	11.4	21	12.0	8	4.6
Students' academic performance	73	41.7	79	45.1	10	5.7	9	5.1	4	2.3

Source: Researchers construct through SPSS 20

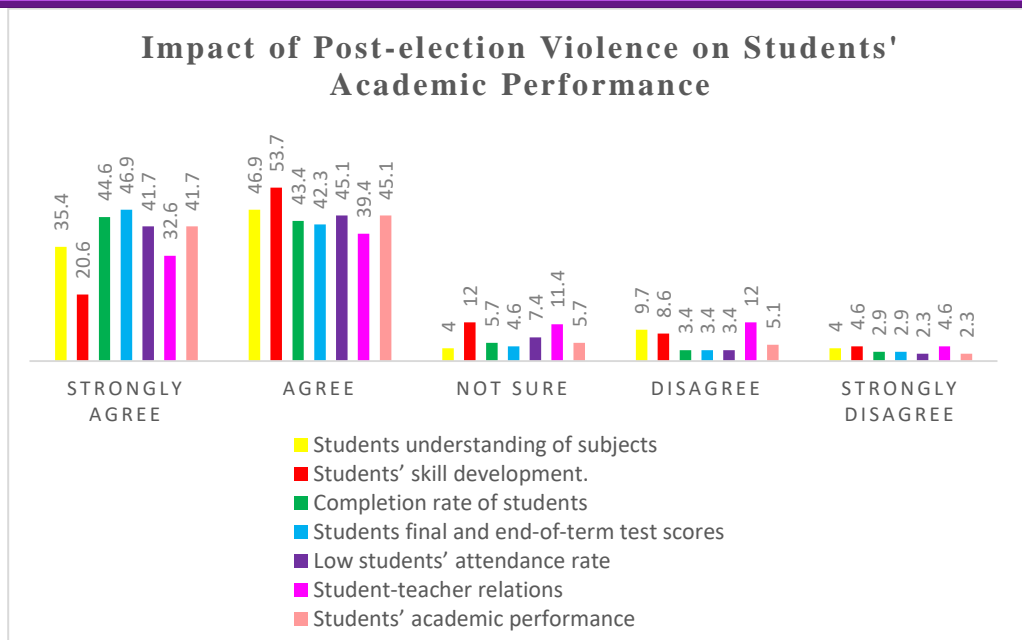


Figure 1: Student Academic Performance Respondents in Percentage
Source: Researcher's construct through Excel

4.2.1 Students' understanding of subjects

From Table 1 and Figure 1, the study established that 62 respondents representing 35.4% strongly agreed that post-election violence has an adverse effect on the student understanding of subjects in schools, 82 respondents representing 46.9% agreed that post-election violence has an adverse effect on the student understanding of subjects in schools, 7 respondents representing 4% were not sure of the statement. 17 of the respondents representing 9.7% of the total respondents disagreed with the statement while 7 respondents representing 4% strongly disagreed with the statement. Some 85.3% of the respondents agreed that post-election violence has an adverse effect on student understanding of subjects in schools e.g., the academic performance depends on the total performance per subject which were affected in schools in 2008 i.e., school A subjects which negatively deviated showing a decline in performance.

4.2.2 Students' skills development

From Table 1 and Figure 1, 36 respondents representing 20.6% of the total respondents strongly agreed that post-election violence limits student skill development in schools while 94 respondents representing 53.7% of the total respondents agreed with the statement, and 21 representing 12% of the total respondents were not sure of the statement. Another 15 respondents representing 8.6% of the total respondents disagreed with the statement whereas 9 respondents representing 4.6% of the total respondents strongly disagreed that post-election violence limits student skill development in schools. From the findings at least 74.3% of the respondents agreed that post-election violence limits student skill development in school.

4.2.3 Students' completion of school

From Table 1 and Figure 1, the results that 76 respondents representing 44.6% of the total respondents strongly agreed that post-election violence negatively affects the completion rate of students in schools while 73 of the respondents representing 43.4% of the total respondents agreed with the statement, 10 respondents representing 5.7% of the total respondents were not sure of the statement. However, 6 respondents representing 3.4% of the total respondents disagreed with the statement and 5 respondents representing 2.9% of the total respondents strongly disagreed with the statement. From the findings at least 88% of the total respondents agreed that post-election violence negatively affects the completion rate of students in schools, for example, the students in the selected schools did not finish in the year 2008.

4.2.4 Student final and end-of-term test scores

From Table 1 and Figure 1, 82 of the respondents representing 46.9% of the total respondents strongly agreed that post-election violence affects student final and end-of-term test scores while 74 of the respondents representing 42.3% of the total respondents agreed with the statement 8 respondents representing 4.6% of the total respondents were not sure of the statement. Moreover, 6 respondents representing 3.4% of the total respondents disagreed with the statement whereas 5 respondents representing 2.9% of the

total respondents strongly disagreed with the statement. From the findings at least 89.2% of the total respondents agreed that post-election violence affects student final and end-of-term test scores for example in school B the final national examination results declined.

4.2.5 Post-election violence contributes to a low student attendance rate

From Table 1 and Figure 1, 73 of the respondents representing 41.7% of the total respondents strongly agreed that post-election violence contributes to a low student attendance rate while 79 respondents representing 45.1% of the total respondents agreed with the statement, 13 respondents representing 7.4% of the total respondents were not sure. However, 6 respondents representing 3.4% of the total respondents disagreed with the statement whereas 4 respondents representing 2.3% of the total respondents strongly disagreed with the statement. From the findings, 86.8% of the respondents at least agreed that post-election violence contributes to low student attendance rates for example in schools in the year 2008 the enrolment rate.

4.2.6 Post-election violence negatively influences student-teacher relations

From Table 1 and Figure 1, it is shown that 57 respondents representing 32.6% strongly agreed that post-election violence negatively influences student-teacher relations in schools while 69 respondents representing 39.4% of the total respondent agreed with the statement, and 20 respondents representing 11.4% of the total respondents were not sure. Furthermore, 21 respondents representing 12% of the total respondents disagreed with the statement whereas 8 respondents representing 4.6% of the total respondents strongly disagreed with the statement. From the findings, at least 72% of the total respondents agreed that post-election violence negatively influences student-teacher relations in schools for example teachers who could not report back due to post-election violence opted for transfer yet they were preparing candidates’ classes, and this negatively affected results due to change of the subject teacher which possibly affected results negatively due to student-teacher relations.

4.2.7 Post-election violence affects student academic performance

From Table 1 and Figure 1, 73 respondents representing 41.7% of the total respondents strongly agreed that post-election violence affects student academic performance while 79 respondents representing 45.1% of the total respondents agreed with the statement 10 respondents representing 5.7% of the total respondents were not sure about the statement. However, 9 respondents representing 5.1% of the total respondents disagreed with the statement whereas 4 respondents representing 2.3% of the total respondents strongly disagreed that post-election violence affects student academic performance for example, the schools in the table registered a decline in performance in the year 2008 due to post-election violence.

4.2.8 Profile of the Mean Grade of Students from the eight selected Schools in Rongo Sub-County between 2004-2010

Kenya experienced post-election violence from December 2007 to February 2008. This was a difficult moment for the country. The violence resulted in the displacement of people, massive destruction of properties, and loss of lives, and even affected the school calendar in the year 2008. Consequently, the academic year was supposed to begin in January but schools opened in March 2008 while others started in April 2008. As such, the schedule for the National examination was affected and this resulted in the abysmal performance of students in both primary and secondary schools in the country. This is evident by the drastic drop in the mean grade of students across the eight selected schools in the Rongo sub-county in 2008. For instance, from Table 2, the mean grade of students in schools A, B, C, D, E, F, G, and H was respectively 9.69, 5.87, 272.59, 279.21, 260.94, 5.33, 277.91, and 2.58, while the mean grade of students in these same schools in 2008 after the violence are respectively 7.64, 3.04, 230.71, 234.36, 198.07, 3.92, 253.61, and 2.19. Given these findings, it can be observed that before the violence, students' performance was relatively higher than after the violence, particularly in 2008. This suggests that the violence impaired student’s academic performance and this may be attributed to lack of completion of the school syllabi, high rate of absenteeism, unfavorable atmosphere for learning, and hostile relationships among teachers and students, just to mention but a few.

Table 2: Mean Grade of students in schools A-H between 2004-2010

Schools	Sch. A	Sch. B	Sch. C	Sch. D	Sch. E	Sch. F	Sch. G	Sch. H
Year	Mean Grade	Mean Grade	Mean Grade	Mean Grade	Mean Grade	Mean Grade	Mean Grade	Mean Grade

2004	8.66	5	264.72	255.31	210.02	4.551	274.29	5.23
2005	8.74	5.22	260.15	267.96	214.73	4.833	276.3	5.31
2006	9.66	5.37	252.93	274.173	216.95	5.128	268.2	2.74
2007	9.69	5.87	272.59	279.21	260.94	5.33	277.91	2.58
2008	7.64	3.04	230.71	234.36	198.07	3.92	253.61	2.19
2009	9.7	5.23	266.62	262.69	262.31	5.23	265.73	3.65
2010	10.05	5.68	270.13	278.431	307.14	5.44	273.44	4

Source: Research Construct based on data received from the school’s documentaries

4.2.9 Hypothesis Testing

The study employed the Chi-square test to determine whether or not post-election violence negatively affects students’ academic performance. In this case, the null hypothesis is that post-election violence does not affect students’ academic performance negatively. If the null hypothesis is rejected, we conclude that post-election violence negatively affects students’ academic performance. The results as presented in Table 3 show that the chi-square test statistics of all the items used in administering the questionnaires are statistically significant at the 1% critical values. Therefore, we reject the null hypothesis and conclude that post-election violence hinders students’ academic performance.

Table 3: Chi-Square Test Statistics of the items

Items	Post-election violence has an adverse effect on the student’s understanding of subjects in schools	Post-election limits student skill development in schools	Post-election violence negatively affects the completion rate of students in schools	Post-election violence affects student’s final and end-of-term test scores	Post-election violence contributes to a low student attendance rate	Post-election violence negatively influences student-teacher relations in schools	Post-election violence affects student academic performance
Chi-Square	138.000a	137.429a	168.457a	177.143a	161.886a	79.714a	161.200a
Df	4	4	4	4	4	4	4
Asymp. Sig.	0.000	0.000	0.000	0.000	0.000	0.000	0.000

Source: Researcher’s Construct Through SPSS 25, (2022)

4.3 Discussion

This section presents a critical evaluation of the results presented earlier in this study in comparison to previous empirical findings. The discussions have been done to clearly show how post-election violence affects student academic performance. Poor academic performance is a result of displacement of people, destruction of properties, and unchanged academic calendar which makes it difficult for the student to cooperate in their studies having experienced stress during the post-election violence time as put forward by stress theory coined by Hans Selye (1976) the theory states that all species that are subjected to a variety of environmental stressors exhibit a stress response, which is a shared set of basic emotional responses.

Displacement occurs due to forceful eviction which makes people leave their residential areas. Notably, during the violence, most of the teachers do not come back and instead transfer to teach in their localities due to post-election violence and this affects learners since the teachers are not being replaced during this time immediately as supported by the Chief Executive officer Ministry of Education Rongo Sub- County who said that during the post-election violence, some teachers did not come back and were not replaced. The same applies to those who were transferred which affected the schools in terms of human resource to effectively deliver good performance because frequent contact between teacher and student possibly affect performance.

These findings corroborate the studies of Amulega (2013), Muchai (2015), Kiara (2015), Brück et al. (2019), and Michaelsen & Salardi (2020) who found that post-election violence affects student academic performance. For example, displacement of people, destruction of properties, and insufficient syllabi coverage affected negatively the student's academic performance.

5. Conclusion and Recommendation

The study confirms based on the findings that post-election violence negatively impacts student academic performance. More important, it is evident from the drastic drop in the national examination results for both primary and secondary schools among the selected school in Rongo sub-county Migori county Kenya.

Based on the findings presented thus far, the study proposes the following recommendations:

- i. The government or its agencies should support the Independent electoral and boundary commission with the needed logistics and financial capital to help in easing the electioneering process and to fast-track free, fair, credible, verifiable, and transparent elections. This will help in reducing mistrust, fear, frustrations, and anxiety from the electorates and party faithful which may result in post-election violence and its attending consequences
- ii. Sensitization programs should be carried out before elections to educate the general public about the electioneering process and the dangers associated with violence in any of its forms. Citizens should also be admonished to refrain from indulging in any activities that may hinder the relative peace and security prevailing in the country over time. They should be made to know that those found culpable of igniting violence before, during, and after the election will face severe punishment by law.
- iii. Should violence erupt after elections, the government should support the affected students and their families by paying off their fees and providing the needed capital to rehabilitate school properties that are destroyed due to the violence. This will create an enabling environment for teaching and learning and soften the effects of violence on student academic performance.
- iv. The government through the Ministry of Education should also set up guidance and counseling offices in schools to reduce stress and trauma among teachers and students, as well as assist them to improve their mental health status.
- v. The education curriculum in Kenya and elsewhere needs to be revised to include the dangers associated with post-election violence so that learners can understand this social canker and work towards promoting nation-building.
- vi. School learning programs need to be digitalized in the country to ensure that in the event of post-election violence or any unforeseen natural occurrences such as the Covid-19 pandemic, teaching, and learning will not be halted. To achieve this, the government needs to promote the digitalization process by providing teachers and learners with personal computers and internet connections on various campuses.

Statements and Declaration

The authors declare that they have no known competing or financial interests which might have appeared to influence the work as reported in this study.

Ethical Consideration:

The study was guided by the principles and regulations at different levels of the research process and, in particular when conducting the interviews because this is one of the most sensitive issues of the research considering the likelihood of information gathered among public institutions and government offices. The researcher first applied and got a permit from Kenya National Commission for Science, Technology, and Innovation for the license to collect data in the Rongo sub-county, Migori, Kenya. After receiving the permit, the researcher requested permission from the sampled schools in advance and the Rongo sub-county Education Chief Executive Officer for permission to conduct an interview which they accepted and booked a day for interviews. In schools, an explanation was issued to the teachers involved in this study to administer a questionnaire. In addition, pertinent information was issued to each group before they participated in the collection process. Respondents were assured before the commencement of all the interviews and filling the questionnaires that the information generated was to be anonymously used and was reported as it was. Moreover, sharing the consent forms with respondents also stimulated the ethical behavior of respondents as this enabled them to know the entire structure of the interview process and make an informed choice after that. The respondents were also informed that

their participation in both activities, for example, the interviews was voluntary, and they could withdraw from the process anytime they wish. Respondents were also made to understand that if they felt uncomfortable answering any of the questions, they may choose not to respond to them, particularly those that were done through voice recording. For example, the principal of school G declined to be recorded during an interview and this was supplemented by writing. An assurance was given to the respondents of their anonymity in the report and that the information gathered are only for academic purposes. They were also informed that this would be respected by any person that would wish to use the information for educational purposes.

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