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THE EFFECT OF CONFLICT ON PUBLIC SERVICE DELIVERY: A STUDY OF
THE TEACHING SERVICE IN MT. ELGON DISTRICT, KENYA



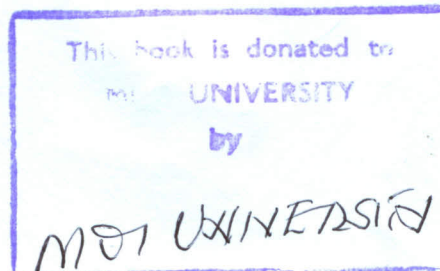
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ABSTRACT

Conflicts the world over are daily reported by the media be they in Afghanistan, Iraq, the Israeli-Palestinian in the Middle East or Syria. The North-South Sudan, the Democratic Republic of Congo, Mali and Somalia are case examples in Africa.

In Kenya, conflicts in forms of post election violence, land clashes and cattle rustling have featured prominently. Their effects on public service delivery cannot be established because research has ignored and or sparingly mentions them.

The study therefore undertook to investigate the effects of conflict on public service delivery through a study of the teaching service in Mt. Elgon District, assessed them and made recommendations based on the findings. The objectives of this study were; to establish whether teachers performed their duties as result of the conflict; to assess if administration of discipline among learners was affected by the conflict; to establish whether organizational involvement among teachers was affected by the conflict and to evaluate if utility of resources was affected by the conflict in Mt. Elgon district.

The research was a descriptive survey of teaching service delivery in Mt. Elgon District. Interviews and self administered semi-structured questionnaires augmented by documents analysis formed critical sources of information. All the District's 1214 teachers employed by the Teachers Service Commission constituted the population. A sample size of 200 was used and respondents were arrived at through the application of combination of stratified, cluster and simple random sampling techniques. The study yielded qualitative data which was recorded and analyzed using descriptive statistics.

Study findings revealed that conflict affected service delivery. Regression test conducted revealed that relationship $r=69$ and $r^2= 0.353$ showed that 35.3% of service delivery was affected by the conflict in the region. The study made a raft of recommendations for implementation by actors.

The study provided additional knowledge on the effects of conflict important to researchers and intervening actors. Its findings are beneficial to all education stakeholders: Researchers, the Government of Kenya, the Ministry of Education, the Teachers Service Commission, school managers (Boards of Governors and School Management Committees), parents, education funding agencies (local and international), humanitarian organizations as well as other interested parties.