

**INFLUENCE OF SELECTED RAMIFICATION OF BANDITRY  
ACTIVITIES ON INTERNAL EFFICIENCY OF PUBLIC PRIMARY  
SCHOOLS IN TIATY WEST SUBCOUNTY BARINGO COUNTY, KENYA**

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**ABSTRACT**

*Learning environment and resources are the main determinants of internal efficiency in schools. A disrupted learning environment is one where there is an impediment to the flow of lessons and learning due to interruptions and events that hinder the normal day-to-day school activities. This situation occurs in schools that have been adversely affected by external factors such as natural disasters and wars, and in this case, pastoralist banditry. The purpose of the study was to assess the influence of selected ramification of banditry activities on internal efficiency of public primary schools in Tiaty west Sub county in Baringo County, Kenya. The study objective was to assess the extent to which disruption of learning influences internal efficiency of public primary schools in Tiaty West Subcounty in Baringo County, Kenya. This study was based on human capital theory and cultural economic Theory. This study adopted a descriptive survey design. Target population was 237 respondents. The target population comprised of 77 head teachers, 77 senior teachers of all public primary schools in Tiaty West Sub County in Baringo County, 77 parents' representatives and 6 Curriculum Support Officers (CSOs) of the region. Sampling was done using Krejcie and Morgan (1970) sample size table and simple random sampling method. The sample size was 47 head teachers, 47 senior teachers, 47 parents' representatives and 4 CSOs. Total sample size was 145 respondents. Questionnaires and interview schedules were used to collect data from the respondents. To enable the quantitative tool to be evaluated. The instrument's internal consistency was tested at a value greater than 0.7 by calculating the reliability coefficients for Cronbach's alpha. Face validity was ascertained through expert judgment and in this case the university supervisors gave more guidance on the*

*facial validity. Prior to the commencement of data collection, the study obtained all the necessary documents, including an introduction letter from the University and a permit from the National Commission for Science Technology and Innovation (NACOSTI). Authority was sought from the County Education Officer to carry out the study. Demographic characteristics was analyzed using descriptive statistics. Chi square statistics were used to examine the association between selected ramification of banditry activities on internal efficiency of public primary schools in Tiaty West Subcounty Baringo County, Kenya at 5% significance level. The results indicated that there were significant associations between disruption of learning and internal efficiency of public primary schools. This led to the rejection of null hypotheses. This was because Chi Square statistics were below 0.05 level of significance. The study concluded that there is significant association between selected ramification of banditry activities on internal efficiency of public primary schools. It recommended solutions to the consequence of banditry activities on internal efficiency of public primary schools in public primary schools in Tiaty West Sub County, Baringo County, Kenya. The study is expected to be useful to policy makers to develop informed policies on matters insecurity and learner education participation in Kenya.*

**Keywords:** Banditry activities, disruption of learning, internal efficiency

## **1.0 Introduction**

There is a noticeable mutual association between peaceful and secure environment and education achievement and consequently education management (Reichel, 2021). Evidence from Europe (Hall & Sullivan, 2017) show clearly that the absence of terror or insecurity that is characterized by wanton acts of violence along with related factors is usually a pre-condition generally accepted for the development of vigorous educational programmes in not only Europe, but in any nation of the world (Reichel, 2021). Researcher (Goodrich, 2018) has equally shown that political instability and relations influence the access of education by children, infrastructural developments in schools among other issues.

Disruption of learning refers to the process which makes it difficult for a school system to carry out its primary function; to provide a learning environment which can bring each and every child to his/her age-appropriate grade level (Adeniyi, 2022). Disruption of learning occurs when the environment does not exist for children to have the opportunity to learn. This can be caused in multiple ways, such as forced dropping out of school, school-wide grade repetition, and high levels of teacher absence among others (Blaug, 2017). The dropout and repeat rates in the Tiaty West region are a result of banditry activities, which waste the few resources allotted to the primary subsector and have a detrimental effect on completion rates. (Hussein, 2022). An ideal situation would imply that all those pupils who enroll in class one complete class eight after eight years of primary education after which they graduate to join secondary level. The low

completion rates, high dropout and repetition rates has led to waste of human resources in terms of teachers and students' time and also increase in education costs (World Bank, 2010).

Tiaty West Sub County, in Baringo County, Kenya, is facing persistent issues of banditry activities, which have disrupted various aspects of life, including education. The region is home to pastoralist communities, and inter-tribal conflicts over land, water resources, and cattle have led to violence, raids, and retaliatory attacks. Cattle rustling, a significant source of livelihood for many families, is a prevalent issue, resulting in theft, destruction of property, and loss of life. The insecurity caused by banditry has led to displacement of families, disrupting their children's education. Schools have been targeted for attacks, leading to closures and destruction of infrastructure; classrooms and offices hence this study to assess the influence of disruption of learning on internal efficiency of Public Primary schools in Tiaty West Subcounty in Baringo County, Kenya.

### **Disruption of Learning and Internal Efficiency**

Research on disruption of learning due to banditry activities on internal efficiency on children has consistently demonstrated negative impacts on their academic performance and success. A research conducted by UNESCO on "Education Under Attack," highlights how armed conflict and violence disrupt education systems globally, affecting the internal efficiency of schools. During 2009, there were over 1,400 attacks on education, and these attacks had a great impact worldwide. It revealed that millions of children had their education interrupted due to wars and conflicts. This study underscored the importance of assessing the impact of external disruptions, such as banditry, on educational processes and outcomes (UNESCO, 2013). However, while this study provided a broader framework for understanding the challenges of disrupted learning environments, it does not specifically address the localized context of banditry's influence on primary schools and their effects on the kids affected.

A comprehensive study by Dawakar (2018) conducted a global analysis of the relationship between child aggression and educational outcomes, including data from 21 countries. The findings indicated that all forms of insecurities were consistently linked to lower academic achievement, as evidenced by lower standardized test scores. The study did not specifically categorize the types of insecurities that these children were exposed to, providing a broad perspective on how security can be a major resource that can lead to success to a child's achievement. It emphasized the insufficient understanding of the global impact of insecurities on children's educational outcomes and called for further research into the specific forms of insecurities experienced by children and their effects on academic achievement (Marete, 2018). The study underscored the importance of addressing the specific types of insecurities and the consequences on schooling, highlighting the need for more focused investigations in this area.

Furthermore, a research paper by Mingat and Tan (1998) explores the impact of conflict and insecurity on education in Africa, emphasizing how such disruptions hinder educational progress and internal efficiency within schools. This study underscored the need for targeted interventions to mitigate the adverse effects of external disruptions on schooling. While this research sheds light on the broader implications of insecurity on education, it does not delve into the specific dynamics of banditry activities affecting public primary schools in the Tiaty West Sub County.

A study conducted by Saadu and Lawal (2023) on "Parents representatives and Teachers' Perceived Effect of Banditry Activities on Pupils Enrollment in Selected Public Primary Schools" investigated the impact of banditry activities on pupil enrollment as perceived by parents representatives and teachers in selected public primary schools. The findings of the study revealed insights into the challenges faced by parents' representatives and teachers in regions affected by banditry. It explored factors such as fear for children's safety, limited access to schools due to security risks, and disruptions in regular schooling activities (Altime, 2020). Through qualitative data analysis, the researchers likely identified common themes and perceptions shared by parents representatives and teachers, shedding light on the broader impact of banditry on educational access and enrollment. The current study filled the data analysis gap using both quantitative and qualitative data analysis as Saadu and Lawal (2023) used only qualitative data analysis.

A study conducted by Kitabu and Mohammed (2023) titled "Effect of Banditry on Educational Development in Niger State" investigated the impact of banditry on educational development within Niger State, Nigeria. The study employed a mixed-methods approach involving surveys, interviews, or data analysis to assess how banditry activities have affected various aspects of educational development in the region. The findings of Kitabu and Mohammed (2003), study revealed several key insights into the effects of banditry on educational development. These included disruptions in school attendance, challenges in teacher recruitment and retention, damage to school infrastructure, and overall hindered progress in educational outcomes. Despite its contributions, the study by Kitabu and Mohammed (2023) also reveals a research gap that can be further explored. One evident gap could be the specific focus on the internal efficiency of public primary schools in relation to banditry activities. While Kitabu and Mohammed (2023), study discusses the broader impact on educational development within a state context, this research focused deeper into how banditry specifically affects internal efficiency metrics like student attendance rates, teacher performance, resource allocation, and overall educational quality within a localized setting. By focusing on internal efficiency metrics within public primary schools in Tiaty West Sub County, Kenya, the study aims to provide targeted insights into the direct impact of banditry activities on educational processes at the micro-level (Glewwe,

2021). This localized approach allows for a better understanding of the challenges faced by schools in the region and facilitates the development of context-specific interventions to improve internal efficiency despite security-related disruptions.

Rosenje, Soluade, Olatoye, and Adeniyi, (2022) conducted a research titled "Armed Banditry and the Collapse of Education in Northwest Nigeria" that investigated the impact of armed banditry on the education sector in Northwest Nigeria. The study involves a comprehensive analysis of how persistent banditry activities have led to the decline or collapse of educational institutions in the region. Rosenje et al., (2022) study identified various consequences of armed banditry on education, such as increased school closures, decreased student enrollment rates, and compromised educational quality. The researchers highlighted the urgent need for security interventions and policy reforms that were supposed to address the underlying causes of armed banditry and restore educational stability in Northwest Nigeria. However, a research gap evident in this study was the need for a more focused examination of internal efficiency metrics within specific educational institutions affected by banditry. While (Rosenje et al., 2022) study shed light on the broader consequences of armed banditry on education in Northwest Nigeria, this study complements this research by providing a micro-level analysis of internal efficiency within public primary schools in Tiaty West Sub County, Kenya, affected by selected banditry activities. This localized approach helps bridge the gap between regional impacts and school-level challenges, contributing to a better understanding of the educational implications of banditry in different socio-economic contexts.

A study conducted by Sanchi, Alhassan, Ajibade, and Sabo, (2022) in explores the implications of rural banditry on educational development in Nigeria through a critical review. The study likely involves a comprehensive analysis of existing literature and empirical studies related to the impact of rural banditry on educational outcomes and development in Nigeria. Sanchi et al., (2022) aims at synthesizing key findings and insights from previous research to elucidate the challenges faced by rural educational institutions due to banditry activities. In terms of methodology, a research gap evident in Sanchi et al., (2022) study where there is the reliance primarily on literature review and secondary data sources without direct engagement with primary stakeholders (e.g., teachers, parents representatives, students) affected by banditry. This makes it lack firsthand perspectives and insights from individuals directly impacted by banditry in rural educational settings (Esongo, 2017). This methodological limitation may limit the depth of understanding regarding the specific mechanisms through which banditry affects educational development at the grassroots level. In contrast, this study aimed at bridging this gap by employing a mixed-methods approach that integrates qualitative fieldwork with quantitative data analysis. By combining qualitative insights with quantitative data analysis, this study sought to provide a more comprehensive and context-specific understanding of how banditry affects

internal efficiency metrics like student attendance, teacher performance, and resource allocation within the educational context of Tiaty West Sub County.

The study conducted by Koang (2021) on factors Affecting Internal Efficiency of Primary Schools in Nuer Zone, Gambella Regional State, investigated the various factors that impact the internal efficiency of primary schools in the specified region. The study likely involves an examination of multiple variables such as student attendance rates, teacher qualifications, infrastructure quality, resource availability, and community involvement to identify key determinants of internal efficiency within primary education settings in Nuer Zone, Gambella Regional State. A potential research gap evident in this study's methodology, compared to the study on the "Influence of

Selected ramification of banditry activities on internal efficiency in Public Primary Schools in Tiaty West Subcounty, Kenya could be related to the focus on different external disruptions and contextual factors.

Koang (2021) study concentrated on factors such as infrastructure quality, teacher qualifications, and community involvement, which are relevant for understanding internal efficiency in a stable educational environment like Nuer Zone, Gambella (Hussein, 2022). In contrast, this study focused specifically on the influence of selected ramification of banditry activities on internal efficiency metrics within public primary schools in Tiaty West Subcounty, Kenya. The research gap lies in the difference in focus and contextual challenges between the two studies. While Yang's study examines internal efficiency within a relatively stable educational environment, the current study delves into the unique challenges posed by external disruptions (banditry activities) on educational systems in a region affected by security issues. By addressing these distinct contexts and challenges, both studies contribute valuable insights to the broader discourse on educational efficiency and resilience in diverse socio-economic settings.

## **2.0 Statement of the problem**

The Kenyan governments has endeavored to provide education for its citizenly evident in substantial investment in education through the provision of adequate resources both in terms of infrastructure and educational materials, to facilitate effective teaching and learning. The ultimate goal would be for all pupils to complete their primary education on time, progressing to higher levels of education without significant hindrance, thereby demonstrating the government's dedication to ensuring that all citizens receive a quality education. Contrarily, the real situation in Tiaty West Subcounty is that banditry activities have led to frequent School closure with many pupils forced to stay at home for extended period. Even when the situation temporarily stabilizes, the cycle of disruption often resumes, preventing consistent attendance

and learning. The dropout rate is alarmingly high with many student-leaving schools either due to fear of attacks or to supporting their families in securing their livelihood. The current condition reveals a direct negative impact of banditry on the internal efficiency of public primary school. While previous studies have explored similar issues in other regions, there is limited literature specifically addressing the unique challenges faced by public primary schools in Tiaty West Sub County. This study filled this gap by conducting an in-depth investigation into the relationship between banditry and internal efficiency in public primary school in Tiaty West Sub County. The goal was to develop targeted interventions that can mitigate the adverse effects of insecurity.

### **3.0 Objectives and Hypothesis of the study**

The study was guided by the following objective:

#### **3.1 Objective**

- i. To assess the influence of disruption of learning on internal efficiency of Public Primary schools in Tiaty West Subcounty in Baringo County, Kenya

#### **3.2 Research Hypothesis**

The study addressed the following research hypothesis in tune with the above stated objective:

H<sub>0</sub>1. There is no statistically significant influence of disruption of learning on internal efficiency in public primary schools in Tiaty West Subcounty Baringo County, Kenya.

### **4.0 Methodology**

#### **4.1 Research design**

The researcher chose a descriptive research design since it aligned with the specific objective of the study, assessing the influence of disruption of learning on internal efficiency of Public Primary schools in Tiaty West Sub County. The focus is on the variable of disruption of learning by banditry activities on internal efficiency in the context of public primary schools. According to Orodho (2004), a research design helps the researcher collect, analyze, and interpret data into meaningful information. Descriptive research permits the researcher to investigate the influence in the natural setting of schools without manipulating the variables.

#### **4.2 Population and sample size**

The target population for this study comprised 77 head teachers, 77 senior teachers, 77 parents' representatives and 6 CSOs of all public primary schools in Tiaty West Subcounty totaling to

237. Pernecky (2016) defines population as a larger collection of all subjects from where a sample is drawn.

#### **4.2.1 Sample Size**

The study adopted sample size determining table (Appendix V) by Krejcie and Morgan (1970) to determine the sample size. According to Krejcie and Morgan, the sample size for a population of 237 is 145. The sample size comprised of 47 head teachers, 47 senior teachers, 47 parents' representatives and 4 CSOs.

#### **4.3 Instrumentation**

Research instruments are tools used by the researcher to help collect data about the research. In this study, the researcher used questionnaires and interview schedules to collect data. The questionnaires were used to collect data from the Head teachers, senior teachers and parents' representatives while the interview guide was used to collect data from the CSOs.

##### **4.3.1 Questionnaires**

According to Mugenda (2011), a questionnaire is a research instrument comprising of a succession of questions and other prompts used for gathering information from respondents. Questionnaires are suitable instrument for the study since it can reach many respondents within a short time. Since the study utilized the drop and collect, later system respondents had sufficient time to react to the questions without surge. Questionnaires were used as the main instrument of data collection from the head teachers, parents' representatives and the senior teachers. The questionnaires were divided into four sections (A, B, C and D) which collected data based on the study objective. The first section collected demographic information of the respondents. Sections two, three and four collected information on the various effects of banditry activities on internal efficiency. Questionnaires are the most suitable tools to use where respondents are scattered in a population and is effective in safeguarding their anonymity. The questionnaires contained both closed and open-ended questions. Open-ended questions enabled the researcher to gather qualitative information in form of written explanations while closed ended aided to get quantitative data.

##### **4.3.2 Interview Schedule**

To collect data from the CSOs, the interview technique were used. According to (Mugenda & Mugenda, 2009), interviews as a form of data collection technique is one of the vital sources of data collection in qualitative research. He argues that the interview schedules bear an edge given that they provide a detailed data which otherwise is not practically possible to obtain, if

questionnaires were used. The technique entails an oral exchange between an interviewer (researcher or research assistant) and interviewee (respondent) who may be an individual or a group of individuals. The interview guide comprised of a run-down of questions that were utilized by interviewer to gather information from the CSOs of Tiaty West Sub County.

**4.4 Data analysis**

The collected data was coded, where each answer from the research instruments was assigned a corresponding number. Subsequently, the coded data was transferred to a computer sheet created using the Statistical Package for Social Science (SPSS) version 26. This software has widespread use in educational research, due to its ability in handling large datasets, and its extensive range of statistical procedures designed specifically for the social sciences. The research yielded both qualitative and quantitative data. The descriptive and inferential statistics were used to analyze quantitative data that was presented by use of frequency counts and percentages. The qualitative data was obtained from open ended questions which were being organized into themes and was reported thematically in line with the objectives of the study.

**5. 0 Study Findings and Discussion**

**5.1 Disruption of Learning and Internal Efficiency in Public Primary Schools**

**5.1.1 Descriptive Statistics on Disruption of Learning**

Frequencies and percentage descriptive statistics were used to determine the disruption of learning in public primary schools in Tiaty West Subcounty. The findings indicate perceptions among head teachers, senior teachers, and parent representatives on the impact of bandit attacks on school operations and pupil attendance. This is illustrated in table 1:

**Table1: Frequency Statics on Disruption of Learning**

Statement	Head Teachers N=43		Senior Teachers N=41		Parent Representatives N=39	
	A/SA (%)	N/D/SD (%)	A/SA (%)	N/D/SD (%)	A/SA (%)	N/D/SD (%)
When bandits attack, schools close down temporarily in the neighboring region	90.7	9.3	41.5	58.5	41.0	59.0
When bandits attack, schools	90.7	9.3	36.6	63.4	43.6	56.4

Statement	Head Teachers N=43		Senior Teachers N=41		Parent Representatives N=39	
	A/SA (%)	N/D/SD (%)	A/SA (%)	N/D/SD (%)	A/SA (%)	N/D/SD (%)
close down temporarily in my region						
When bandits attack, there is a low attendance rate of pupils in the neighboring schools	81.4	18.6	43.9	56.1	51.3	48.7
When bandits attack, there is a low attendance rate of pupils in my school	93.0	7.0	58.5	41.5	51.3	48.7

The findings reveal that the majority of respondents, across all categories, agree that schools temporarily close when bandits attack, with 90.7% of head teachers, 41.5% of senior teachers, and 41.0% of parent representatives affirming this in the neighboring region. Similarly, 90.7% of head teachers, 36.6% of senior teachers, and 43.6% of parent representatives agree that schools in their own region also temporarily close under similar circumstances. Regarding pupil attendance, 81.4% of head teachers, 43.9% of senior teachers, and 51.3% of parent representatives agree that there is a low attendance rate in neighboring schools when bandits attack. A similar trend is seen in their own schools, with 93.1% of head teachers, 58.5% of senior teachers, and 51.3% of parent representatives agreeing that bandit attacks significantly reduce pupil attendance.

**5.1.2 Chi Square Statistics on Disruption of Learning and Internal Efficiency**

Chi Square statistics were used to establish the influence of disruption of learning on internal efficiency of public primary schools in Tiaty West Sub County.

The findings from the head teachers’ responses indicate a statistically significant relationship between the disruption of learning due to bandit attacks and the internal efficiency of public primary schools. The findings are presented in table 2 below:

**Table 2: Head teachers Chi-Square Tests on Learning and Internal Efficiency**

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	33.699 <sup>a</sup>	6	.000
Likelihood Ratio	25.338	6	.000
Linear-by-Linear Association	13.156	1	.000
N of Valid Cases	43		

The Chi-Square tests for headteachers' responses regarding the disruption of learning and its influence on internal efficiency in public primary schools in Tiaty West Subcounty reveal a highly significant association. With a Pearson Chi-Square value of 33.699 ( $p = 0.000$ ), the data indicate a strong relationship between disruptions of learning caused by bandit attacks and internal efficiency measures. The high significance level underscores that disruptions, such as temporary school closures and low pupil attendance during bandit attacks, significantly impact school performance metrics like pupil transition rates, graduation rates, dropout rates, and grade repetition.

The findings from the senior teachers' responses indicate a statistically significant relationship between the disruption of learning due to bandit attacks and the internal efficiency of public primary schools. The findings are presented in table 16 below:

**Table 3: Senior Teachers Chi square statistics on Learning and Internal Efficiency**

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	59.470 <sup>a</sup>	6	.000
Likelihood Ratio	27.361	6	.000
Linear-by-Linear Association	20.138	1	.000
N of Valid Cases	41		

The Pearson Chi-Square value of 59.470 with an asymptotic significance of 0.000 highlights the strong connection between these disruptions and various aspects of internal efficiency. These include low pupil transition rates, graduation rates, increased dropout rates, and higher grade repetition, both in the teachers' own schools and in neighboring regions. The data suggest that learning disruptions caused by banditry severely impact the internal efficiency of schools, making it difficult to maintain academic progress and stability.

The findings based on parents representatives' responses indicate a statistically significant relationship between the disruption of learning due to bandit attacks and the internal efficiency of public primary schools. The findings are presented in table 4 below:

**Table 4: Parents representatives Chi-Square Tests on Disruption of Learning and Internal Efficiency**

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	84.682 <sup>a</sup>	39	.000
Likelihood Ratio	63.671	39	.008
Linear-by-Linear Association	18.225	1	.000
N of Valid Cases	42		

The Pearson Chi-Square test value of 84.682 and an asymptotic significance of 0.000 reveal that disruptions like temporary school closures and reduced pupil attendance have a considerable impact on internal efficiency variables. These variables include low pupil transition rates, graduation rates, increased dropout rates, and higher grade repetition in both the respondents' schools and neighboring regions. The results demonstrate that the learning disruptions caused by banditry severely hamper the internal efficiency of schools.

The study strongly rejects the null hypothesis that there is no statistically significant influence of disruption of learning on internal efficiency. The Chi-Square tests reveal statistically significant relationship between the disruption of learning caused by bandit attacks and the internal efficiency of public primary schools in Tiaty West Subcounty. For headteachers, the Pearson Chi-Square value of 33.699 with a p-value of 0.000 indicates a substantial impact of learning disruptions on internal efficiency measures, including pupil transition rates, graduation rates, dropout rates, and grade repetition. This finding underscores the severity of disruptions caused by banditry on school performance, highlighting that such disruptions significantly compromise the ability of schools to maintain academic standards.

Senior teachers' responses further confirm the significance of this relationship, with a Pearson Chi-Square value of 59.470 and a p-value of 0.000. This strong statistical association emphasizes the profound effect of learning disruptions on internal efficiency, reinforcing the notion that banditry-induced interruptions severely hinder the maintenance of academic progress and stability. The elevated Chi-Square value underscores that these disruptions impact various facets of school performance, making it challenging to sustain effective educational delivery.

Parents representatives' representative responses align with the findings from headteachers and senior teachers. The Pearson Chi-Square value of 59.470 with a p-value of 0.000 reveals that disruptions, such as temporary school closures and reduced pupil attendance, significantly affect internal efficiency variables. The consistency across different respondent groups highlights a widespread concern over the impact of banditry on school operations and student outcomes. This

uniformity in responses suggests a collective recognition of the adverse effects of learning disruptions on educational performance.

The significant impact of learning disruptions necessitates the development of robust contingency plans to ensure educational continuity during emergencies. Schools should consider implementing strategies such as remote learning options or alternative education arrangements to minimize interruptions and maintain academic progress. These measures can help mitigate the negative effects of banditry-related disruptions on student learning and overall school performance.

The significance of these findings suggests that the ongoing bandit attacks create an unstable learning environment, leading to increased absenteeism, low pupil retention, and poor academic progression. The disruptions not only affect the schools directly impacted by the attacks but also extend to neighboring regions, reducing the overall educational quality. This finding underlines the negative ripple effect of insecurity on educational outcomes, exacerbating inefficiency across multiple schools in the area. The findings are in line with UNESCO, 2010; Dawakar, 2018; Mingat and Tan, 1998; Rosenje et al., 2022 that violence and insecurity are linked to decline in academic achievements, progress and internal efficiency of schools.

The meaning of these findings is that the ongoing insecurity in the region directly affects the educational outcomes of the pupils. The disruptions not only hinder pupils' ability to attend and complete school but also create a pervasive environment of instability that compromises the overall educational system's effectiveness. This relationship underscores the critical role that security plays in maintaining educational standards and ensuring that pupils can progress through their schooling without significant interruptions.

The implications of these results are substantial. For policymakers and education authorities, addressing the root causes of insecurity is crucial to improving educational outcomes. Immediate interventions, such as increasing security in schools and surrounding areas, creating alternative schooling arrangements during disruptions, and providing psychological support for affected students, are necessary. Additionally, long-term strategies that engage local communities in conflict resolution and stability efforts will be essential for restoring and improving internal efficiency in these schools, ultimately leading to better pupil transition rates, higher graduation levels, and reduced dropout rates.

### **5.1.3 Interview Findings on Disruption of Learning and Internal Efficiency**

To collaborate the qualitative findings on disruption of learning and internal efficiency, the interviews were as follows:

**Researcher:** How do disruptions of learning impact the implementation of the curriculum and educational objectives?

- **CSO 1:** Disruptions cause significant delays in curriculum coverage, leading to inadequate preparation for national examinations. Students miss critical learning time, and the overall quality of education suffers. The educational objectives, including literacy and numeracy goals, are compromised as students fail to complete the syllabus.
- **CSO 2:** Disruptions lead to inconsistent teaching, making it difficult to complete the syllabus on time. Students miss out on critical learning opportunities, and teachers struggle to catch up with the curriculum. This impacts the overall academic performance and achievement of educational objectives.
- **CSO 3:** Disruptions hinder the completion of the curriculum, leading to gaps in student knowledge and skills. Frequent interruptions mean that teachers cannot cover the required material effectively, which compromises the attainment of educational objectives and affects student performance in national exams.
- **CSO 4:** Disruptions cause major setbacks in curriculum implementation, leading to incomplete coverage of the syllabus. This results in poor academic performance as students miss essential learning periods. Educational objectives are compromised, and teachers struggle to make up for lost time, often unsuccessfully.

The interviews reveal that disruption of learning due to banditry activities in Tiaty West Subcounty significantly impacts the internal efficiency of public primary schools. Disruptions lead to delays in curriculum coverage and cause frequent school closures, which interrupt the consistent delivery of education. These disruptions hinder teachers' ability to adequately prepare students for national examinations, thereby compromising the educational outcomes. The instability caused by the frequent interruptions forces students and teachers to stay home, reducing the available instructional time. As CSO 1 mentioned, "Disruptions cause significant delays in curriculum coverage, leading to inadequate preparation for national examinations."

The impact of these disruptions on internal efficiency is profound, as they lead to incomplete curriculum coverage and poor student performance. The ongoing threat of banditry creates an unstable learning environment, making it challenging to achieve the educational objectives set by the Ministry of Education. This results in long-term negative effects on the students' academic success and the overall quality of education in the region.

## **6. Conclusions**

### **Disruption of learning on internal efficiency of Public Primary schools in Tiaty West Subcounty in Baringo County, Kenya**

Based on the findings from both the questionnaire responses and interviews conducted, the following conclusion was made:

The study revealed a significant relationship between learning disruptions caused by banditry and the internal efficiency of public primary schools in Tiaty West Subcounty, Baringo County. The interview analysis highlighted that frequent school closures, reduced pupil attendance, and damage to school infrastructure due to bandit attacks severely hamper the learning environment, resulting in lower pupil transition rates, higher dropout rates, and increased grade repetition. These findings were statistically supported by Chi-Square results, with a Pearson Chi-Square value of 33.699 ( $p = 0.000$ ) for the head teachers, 59.470 ( $p = 0.000$ ) for senior teacher and 84.682 ( $p = 0.000$ ) for parents representatives. The study rejected the null hypothesis, concluding that learning disruptions have a significant adverse impact on the internal efficiency of schools in the region.

## **7. Recommendations**

This study recommended solutions to the consequence of banditry activities on internal efficiency of public primary schools in public primary schools in Tiaty West Sub County, Baringo County, Kenya as follows:

- i. Policy makers to develop and implement comprehensive strategies to enhance school security and manage disruptions caused by banditry, ensuring that these strategies include support systems for students and teachers.
- ii. Boards of Management should secure access to schools to improve student retention and success rates, with the need for coordinated efforts between educational authorities, local communities, and security forces to address the challenges posed by banditry and ensure consistent school enrollment and attendance.

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