

**CONFLICT RELATED FACTORS INFLUENCING PUPILS ACCESS TO
PUBLIC PRE-SCHOOLS IN CONFLICT PRONE AREAS OF LAIKIPIA
NORTH SUB-COUNTY, KENYA**

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DECLARATION

This project report is my original work and has not been presented for a degree in any other university.

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DEDICATION

I dedicate this project report to my wife Beth Wangari and our beloved children
Risper Wanjugu, Irene Mumbi and Fidelis Wanjiru.

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LIST OF ABBREVIATIONS AND ACRONYMS

ASAL	Arid and Semi Arid lands
ECCE	Early Childhood Care and Education
ECD	Early Childhood
EiE	Education in Emergencies
GPE	Global Partnership for Education
INEE	Inter-Agency Network for Education in Emergencies
JSEAP	Journal of Special Education in the Asia Pacific
MoEST	Ministry of Education Science and Technology
UNCRPD	United Nations Convention on the Rights of Persons with Disabilities.
UNICEF	United Nations Children’s Fund
WHO	World Health Organisation

ABSTRACT

The main priorities of education for all is provision of early childhood education, making sure access to quality primary education, offering unbiased access to learning and life skills programs, enhancing adult literacy and achieving gender fairness. The purpose of this study was to examine conflict related factors influencing pupils' access to public pre-schools of Laikipia North Sub-County. The study objectives were: to determine the influence of cattle rustling, teaching and learning resources, displacement as well as assess the influence of community support on pupils' access to public pre-schools in Laikipia North Sub- County. The study employed a descriptive survey research design where the target population comprised of 46 head teachers, 60 teachers and 200 pre-school parents. Simple random sampling was applied to sample 46 head teachers, 60 teachers and 20 pre-school parents. Quantitative data were analyzed using descriptive and inferential statistics like frequencies, percentages and multiple regression while data was presented using tables and bar graphs. From the study it was established that; cattle rustling significantly influences access to pre-school ($p=0.001$), teaching and learning resources significantly influences access to pre-school ($p=0.000$), displacement significantly influences access to pre-school ($p=0.000$) and community support does not significantly influence access to pre-school ($p=0.591$). It was concluded that for improved access to pre-school education, conflicts must be reduced/terminated and community must abolish cultures that hinder access to school. This study recommends that: education planners should evaluate, assess and avail teaching and learning resources; establishment of schools in IDPs camps and public sensitization about importance of education should be campaigned for by all stakeholders especially in communities.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

United Nations Children's Fund (2010) refers early childhood is a process by which young children below years of age develop their optimum physical health, mental awareness, emotional confidence, social competency and willingness to learn. According to Education for all Global Monitoring Report (2011), 28 million children have dropped school in conflict prone nations. Moreover, education is still less prioritized in situation of conflict, it account for first 2% of humanitarian aid and merely 38% of emergency aid. Conflicts are one of the biggest barriers to education for all,(UNICEF,2010).

Child development from birth to eight years of age is important for general human development and is dependent on effective care, steady and affectionate relationships and enough motivation. Global evaluation and studies on eradication of poverty and disaster mitigation reveal that during emergencies (i.e., disasters prompted by both nature and people), young children and old people are amongst the first sufferers and highly susceptible groups (UNICEF, 2006).

Many countries have employed comprehensive planning efforts to enhance early childhood experiences and education. Nevertheless, there are barriers which undermine access to and provision of high quality services to young children (Krishnan, 2010). According to Ferris & Winthrop (2010), displacement result from the disruption of economic and social life brought about by conflict. Moreover, education system frequently collapse at the time of emergencies.

Destruction of building affect school infrastructure. Displaced families in most cases take shelter in schools,(Nicolai,2003).

In the course of armed conflict, children are critically affected by happenings in their parents lives. Cattle rustling amongst Kenyan and non-Kenyan pastoralists is the most intricate conflict since the violence results to loss of people's life, dislocation of families, running away of teachers, school closings and student dropouts. Teachers are targeted and maimed, schools are closed, health care staff are killed or run away, and clinics close down or offer only basic services. Teachers, health and social workers are forefront for safeguarding children from the damages of armed conflict (Machel, 2012). In their absence, children are highly at risk. United Nations' 6thStandard rule on equalization opportunities for disabled people in education emphasize on special attention to pre-school children with disabilities. Intense conflicts which involve pastoralists are spreading widely and more and more severe all through the Horn of Africa.

Schools for Africa initiatives build on the UNICEF education pillars of Early childhood Development Quality Learning Equity and Education in Emergencies, particularly on less fortunate and marginalized children who have little chances of receiving quality education owing to their gender, ethnicity geographical location and poverty (Stiffung,2015).Conflict, disasters and delicateness have overwhelming impacts on children's lives and have resulted to the broad international crises in children protection (CPWG, 2012).According to Schools for Africa Annual Report(2015),disadvantaged children due to poverty, ethnic and remoteness, violence and HIV/AIDS status experience the most dramatic gains from quality early school programmes. Miles and Medi (1994) found out

that due to post-conflict in Mozambique, families are stressed from the effects of war, poverty and drought thus exacerbating the situation of disabled children. Some conflicts in pastoralist communities, like raiding and cattle-rustling have to a large extent turn into a characteristic of traditional pastoralist culture (Mkutu, 2001).

Conflicts which involves pastoralists related to competing for scarce natural resource, cattle rustling and widespread accessibility of fire arms are wide spread among Borana and Rendille. The first objective of the Daker Framework for Action calls for intensifying and enhancing all-inclusive early childhood care and education especially for the less fortunate(UNESCO,2009). However, conflict has an extremely destructive effect on education since it contributes to destruction of school buildings (Boyden &Ryder, 1996).

Obtain ability of illegal arms leads to increase of violence. Marginalization of Laikipia North sub-county area makes it disposed to conflict. Jannifer,(2014) found out that one of the contributing factor to the conflict in Laikipia North is the involvement of leaders who deliberately provide misleading or incorrect information to their communities in order to promote conflict and maintain their interests in the region. This has affected the level of education in the area especially for the young ones. Global Partnership for Education 2020,a roadmap for 2016-2020, requires all GPE partners to enhancing the quality and supply of ECCE services, particularly for the highly vulnerable children (G.P.E,2018).According to the Ministry of Education, conflicts, insecurity and disaster has contributed to low access to education especially to children,(MoE, 2018).

Conflict has a profound effects on young children. In the event of conflicts in Laikipia North, children lose their caregivers, separate with parents, traumatized and emotionally affected thus affecting education. Convention on the rights of the children-1989 article 39 states that: “parties will take all suitable measures to promote physical and psychological recovery and social restoration of a child victim of any form of abandonment or mistreatment.”Conflicts in Laikipia North have led to displacement of people, disruption of social economic activities and households, young children have been denied access to early education. It is against this background that this study sought to establish conflict related factors influencing pupils’ access to public pre-schools of Laikipia North Sub-county.

1.2 Statement of the Problem

The main priorities of EFA is provision of early childhood education, making sure access to quality primary education, offering unbiased access to learning and life skills programs, enhancing adult literacy and achieving gender fairness (UNICEF, 2010).The government of Kenya visions to have a society whereby all persons irrespective of their physical and mental abilities attain education to understand their capabilities (MoE, 2009). However, competition for scarce resource in arid and semi-arid areas has contributed to frequent fights which has disrupted many essential programmes including education which is a basic right to all. Moreover, Daker Framework for Action had emphasized on the government to intensify and improve comprehensive ECD care and education particularly for the highly susceptible and less privileged children (Nicolai, 2003).

The effect of conflict on access to education has henceforth been a subject of wide discussion in major international forums. The urge for better understanding of the interrelationship between education and armed conflict is not limited to the international development, but simultaneously pertains to the world of academia. Laikipia North has had a low enrolment and completion rates in pre-schools as shown in Table 1.1. According to Laikipia county government –E.C.D department (2018), Laikipia North Sub-County has a total of 123 pre-schools but ECD learning takes place in only 46 pre-schools which shows that the enrollment rate at the ECD is low whereby children are unable to access pre-school education as a result of insecurity. Children are also not able to access schools due to long distances from home to school. There is no study carried out in Laikipia North Sub-County on effect of conflict on pupils access to pre-school. The study therefore intended to fill the research gap by investigating conflict related factors influencing pupils ‘access to public pre-schools of Laikipia North sub-county.

Table 1. 1: Laikipia North Sub-County Enrolment-Completion Rate

Year	Pupils enrolled	Pupils transitioned to primary	Completion Rate (%)
2015	1540	1001	65
2016	898	502	56
2017	740	362	49

Table 1.1 show that pre-school access rate as well as completion of pre-school in Laikipia North sub-county has been declining over the years. This implies that not all children who are enrolled in the pre-school remain in the school till completion of pre-school studies. Low enrollment also shows that majority of

children who have attained school going age have not been able to access pre-school.

1.3 Purpose of the Study

The purpose of the study was to examine conflict related factors influencing pupils' access to public pre-schools of Laikipia North Sub-County.

1.4 Objectives of the Study

The study was guided by the following objectives:

- i. To establish the extent to which cattle rustling influence pupils' access in public pre-schools in Laikipia North Sub-county.
- ii. To examine the effect of availability of teaching and learning resources on pupils' access to public pre-schools in Laikipia North Sub-County.
- iii. To assess the effects of displacement of families on pupils' access to public pre-schools in Laikipia North Sub-county.
- iv. To establish the extent to which community support (security and shelter) influence pupils' access to public pre-schools in Laikipia North Sub-County.

1.5 Research Questions

The study was guided by the following research questions:

- i. How does cattle rustling influence pupils' access to public pre-schools in Laikipia North Sub-County?
- ii. How does availability of teaching and learning resources influence pupils' access to public pre-schools in Laikipia North Sub-County?

- iii. How does displacement of families influence pupils' access to public pre-schools in Laikipia North Sub- County?
- iv. How does community support (security and shelter) influence pupils' access to public pre-schools in Laikipia North Sub-County?

1.6 Significance of Study

These research findings outlines conflict related factors influencing pupils' access to public pre-schools in Laikipia North sub-County. Findings will be useful to government, through MOEST in revising the E.C.D curriculum by including EiE so as to equip teachers with skills of handling young children in conflict zones. Findings will be relevant to the county government where department of E.C.D falls so as to improve facilities in E.C.D centers and school feeding programmes for pre-school children. Lastly, the NGOs will find these finding useful in provision of humanitarian aids in the conflict prone zones. The study may be beneficial to future researchers carrying out studies in the area of education in emergencies.

1.7 Limitations of the Study

Labaree, (2009) define the limitation of the study as characteristics of design that affected the interpretation research findings. Culture is a big challenge where some communities may refuse to provide information due to beliefs and practices; it is a taboo especially to release information more so pertaining to young children. The researcher assured the respondents that their names would remain anonymous and the study was only for academic purposes. Also, some of the teachers, due to fear of victimization by their respective heads of institutions

and other stakeholders, were not willing to provide adequate information. To overcome this, the researcher gave assurance of confidentiality of their identities.

1.8 Delimitations of the Study

Mwiria and Wamahu (1995) refers delimitation as a conscious action to make it easy to manageable. Therefore, the study focused only on pre-schools within public primary schools in Laikipia North Sub-County only. This is because the situation might be different in private pre-schools. The study confined itself to only the head teachers of the public primary schools, the pre-school teachers and a pre-school parent. This is because head teachers are the school administrators hence in charge of enrolling new pupils, the teachers are always in class with the pupils are in charge of the class registers and the parents are the ones who are responsible of taking their children to school.

1.9 Assumptions of the Study

An assumption is any crucial fact assumed to be factual but not really proved (Mugenda & Mugenda 2008).

- i. The researcher assumed that the data obtained from the respondents would be true.
- ii. It was also hoped that this study would expose some ideas from which further research could be done on the topic.

1.10 Definition of Significant Terms

The following will be the significant terms as used in the study:-

Access- refers to opportunities available for children to enter pre-school.

Cattle rustling-refers to a forceful act of stealing someone's or community's cattle unlawfully leading to conflict.

Conflicts-refers to two or more opposing parties due to quest for superiority, ethnicity or resources.

Community support- refers to all personal and material resources that support children especially after conflict to access education.

Disaster-refers to a serious interruption of daily activities of a community brought about by emergency related issues that exceed the community's to cope using it's own resources

Displacement- refers to having to move out of your residential area to another area as a result of tension brought about by conflict

Emergency-refers to as an sudden incidence that requires an immediate action.

Learning Resources - refers to textbooks, exercise books and all resources that help teachers in instructional practice.

Pre-school –It is a learning facility that offers education for ECD children aged three to five years.

Public primary schools –refers to primary institutions that are developed and maintained by public funds from the government.

Vulnerability- refers to as an inability to withstand circumstances related to emergencies e.g. rape during conflicts .

1.11 Organization of the Study

The study is organized in five chapters. Chapter one covers background of the study, statement of the problem, purpose limitation of the study, delimitation of the study, assumption of the study, definition of significant terms and the organization of the study. Chapter two covers the literature review. This section covers the concept, factors influencing access to pre-school education, summary

of the literature review, theoretical framework and lastly the conceptual framework. Chapter three elaborates on the research methodology and covers the following sub-titles :research design, target population, sample size and sampling procedure, research instruments, instruments validity, instruments reliability, data collection procedure and data analysis. Chapter four comprises of data analysis and discussion of the findings, while Chapter five covers a summary, conclusion and suggestions for further studies.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter discusses literature related to the study. It presents literature on the conflicts and education of pre-school children, teaching/learning resources, community support and displacement of families and relevant theory for the study, summary of literature review, theoretical and conceptual framework.

2.2 Overview of Conflicts and Education

Education in emergencies (frequently interchanged with emergency education) is mainly conducted in circumstances where children are not able to access national and community education systems as a result of complicated emergencies or natural disasters (Nicolai and Triplehorn 2003). All children have right to education. Attacks on schools are the simple measurable ways of measuring effect of conflict on education particularly for young children. Family and other social support networks might be destabilized and education might be interrupted. These experiences could have an intense effect on children from infancy and childhood through to teenage (UNHCR, 2006).

Children who live in developing nations, the poorest communities and the most underprivileged families are less expected to be enrolled in school, the same as children in rural areas as well as children who live areas affected by armed conflict (UNICEF, 2006). Christensen (1996), argued that marginalization of learners with special needs violates their human rights and portrays an equitable distribution of educational resources. Education can play part to protection of children in emergencies.

Education can safeguard children; directly by providing secure space and structured learning activities, attainment of knowledge to safe guard from dangers like mines, and promote inclusion by attendance of marginalized groups(Toms and MacLeod,2006). Early childhood care and development (ECCD) could assist by addressing precise developmental necessities to improve children’s flexibility and assist them to get back to their normal life(Plan International,2013).However, in Kenya, access and participation at the ECDE level are still low with a NER of 42% in 2009 and 50% in 2010 (MoE,2012). The main source of conflict in Laikipia North sub-county is cattle rustling which lead to displacement and destruction of property including schools. Sometimes families settle in areas where schools are far and not accessible by children who cannot long distances. The destruction of schools also leads to closure of some of them (Sub-county director of education, 2018).

2.3 Cattle Rustling and Pupils’ Access to Public Pre-Schools

Cattle rustling is a forceful act of stealing someone’s or community’s cattle unlawfully, leading to conflict. Conflict might escalate and lead to destructive results,(Emily and Thomas 2007).Children in emergencies faces myriad of challenges especially access pre-school education. Children with disabilities are the ones who suffer most during conflict. Children are indeed overlooked and their rights are under privileged. Krop (2013) in his views suggest that the intensity of insecurity and cattle rustling in Pokot North has influenced the decision to enroll, retain, cause closure of schools, and sometimes learners drop out of school. Providing Early Childhood Development (ECD) services to

children who live in conflict is a great challenge but important to the emotional development and protection of children who war victims (UNICEF, 2010).

Environment in which a child learns is of paramount importance as it nurtures them. Nicolai (2003) found a strong education experience with ECD and establishment of secure areas at the time of severe emergencies. Tefferi (1995) asserts that during conflict, children with disabilities are not catered for adequately. In event of conflicts especially during cattle rustling, majority of these children are kept out of schools. Conflicts bring about destruction of properties. Schools are destroyed therefore bringing the learning into standstill. This has social effect especially on the marginalized and disabled children. Some of the most notable effects of ferocious conflict consist of the destruction of infrastructure and the downfall of government provision of quality education (Stewart et al., 2001).

Marginalized groups especially those living in Laikipia North have been experiencing low deal in terms of access to schools due to frequent conflicts as a result of raiding and cattle rustling among the pastoralists living in the area. This has resulted to reduction not only the number of children in pre-schools who run for their safety with their parents, but also displacement, disruption of social economic activities, starvation and malnutrition and loss of lives. According to Kramer (2015) conflict disrupt education, delay access and result in higher drop out and lower completion rates. In addition, children who are absent in school at the time of conflict have a tendency of dropping out of school contributing to the high number of school drop outs in countries affected by conflict (UNESCO, 2011). Teachers and other staff are not spared either during conflicts as they are

also targeted. McCallin (2001) says that teachers might be at risk too for example, in Colombia and Sudan, teachers were threatened and killed.

Young children who are exposed to severe conflict might have an extreme effect on children's mental health and intellectual development. This has led to traumatization and psychological effects due to displacement, separation, their social rights and even denied access to pre-primary education. This can be even detrimental to young children who are already experiencing rapid development. Jo Boyden and Paul Ryder (1996) argues that educator can form a significant resource in psychosocial interventions. This is meant to offer psychological healing. Nicolai and Triplehorn (2003) suggest that emergency education aims at shaping and stipulating children lives equipping them with abilities to cope with conflict and enhancing fairness steadiness and respecting human rights by attaining children rights to education, lessen psychosocial impacts of conflicts and realizing protection related goals.

2.4 Teaching/Learning Resources and Pupils' Access to Public Pre-Schools

Teaching and learning materials are usually visual and they include wall pictures, chalkboard, maps, atlases and charts. They aid in teaching and learning since pupils have the capability of seeing and frequently feeling what the teacher teaches. They arouse ideas; demand an active reaction from learners and provide amusement. Lesson are more lively, grasping and understanding the main ideas becomes easy. Enough well prepared instructional materials define the quality of learning that can happen in a learning institution (Asikhia, 2010). Good quality materials stimulates interest, sustain attentiveness and gives meaning to learning. Mulwa(2004) in a study on factors influencing pupil academic performance at

KCPE examination in Mutonguni division in Kitui Sub-County noted that lack of revision books in schools was a great disadvantage to the pupils, as inadequate revision by pupils would definitely result in poor performance at the KCPE examination. She noted that schools which had more resources performed better than those with fewer resources.

However, in event of conflicts in Laikipia North, school infrastructure and learning materials are destroyed, teachers run for their safety; learning comes to a standstill hence compromising education. For instance, in Ethiopia, the government focus on the quality education by providing teaching and learning materials destroyed during conflict to improve quality of education in conflict prone areas (Ethiopia Minimum Standard for Education in Emergencies, 2013). In event of conflict, many families are displaced and delivering of quality education is left into disarray. Many children are not able to access these facilities of learning. Cabinet secretary in the ministry of education, asserts that pre-primary education still faces some challenges which are high child-teacher ratio, poor physical infrastructure, inadequate teaching and learning materials, limited play spaces and play equipments as well as limited capacity for developing professionals in the sub-sector (MoE, 2018).

Learning is a process and it contributes significantly in children development right from early stage. However, there can't be effective learning without quality teaching. The quality of teaching goes hand in hand with quality teachers who have received adequate training especially handling young pre-school children. Teaching fraternity has been adversely affected by conflicts in Laikipia North. Richard (2008), argues that the largest obstacle for children living in

conflict prone areas is adequate teaching and learning materials which are either lost or destroyed during conflict. The parents are also not economically stable during and after conflict hence not a position to buy the learning materials especially the text books.

With escalating conflict in Laikipia North, majority of the households are left homeless which increases poverty in the area. Therefore, majority of parents are unable to pay tuition money. Social-economic dissimilarities which affect implementation of ECDE are widespread in Arid and Semi Arid Lands regions. Kramer (2015), suggest that drop-out rates remain higher among disadvantaged children and are likely to rise at puberty as children face more challenges like labour and child marriage. The highly susceptible parents and children are located in harsh environments, especially after natural calamities in conflict and post conflict areas, drought affected areas and in refugee and IDP camps (UNICEF and WHO 2010).

2.5 Community Support and Pupils' Access to Public Pre-Schools

With emergence of conflicts, all affected population run for their safety. However, young children suffer most as a result of this. In this case it is the duty of the affected community to safeguard young children. Communities are obliged to care for and protect children. UNHCR aims at understanding, supporting and building upon current community mechanisms which protect children (UNHCR,2006).

During conflicts, children in Laikipia North become victims of hunger and malnutrition. Conflict is associated to poverty as well as injury/death of

people..Correlates of poverty like insufficient medical care and unsecure environment suggestively lead to poor access to education especially for children (UNICEF, 2007).A research by UNICEF indicates that poverty is inevitable hindrance to accessing education globally. Poor families are highly susceptible to illness and infection particularly children (UNICEF, 2007).Communities' livelihood contributes a lot to children's education. Where conflict emerges, poverty escalate and as a result, there is increase in drop-out. Research indicate that in the course of emergencies people become poor which contributes to child labour or might result to the displacement of community and loss of broader support network (Plan international,2013).

The government initiative is to ensure good and quality health care for all Kenyans. However, as conflicts intensify in Laikipia North, good health care especially for women and children is hindered. Children are the most affected especially if their parents are suffering from HIV/AIDS as a result of rape during conflicts. Research indicates that orphaned children are regularly distressed and suffer various psychological reactions to parental sickness and demise. The common effects of HIV/AIDS include expanding poverty, like dropping out of school, inadequate food, little access to health services, worsening housing, deteriorating material conditions, and losing land and other productive properties,(Richer,2002).The communities in Laikipia North Sub-County support children by offering security sponsoring education and shelter especially to those who have lost their parents during the cattle raids.

Conflicts causes anxiety to the affected community. Many people become disoriented, and the most affected are children. Majority especially young

children feels insecure. Research indicate that, children are greatly affected by protection matters in the course of emergencies are usually the highly susceptible and marginalized children in the community like children with disabilities, children from tribe or religious minorities, children who lack parental care and children from poorest families in the society(Morgan and Beherenut,2008).Kenyan constitution 2010 article 53 state that all children have a right to be safeguarded from abuse, abandonment, risky cultural practices all forms of violence, inhuman treatment and punishment and dangerous labour,(The Kenya Constitution,2010).

Culture is a way of life of people. Culture can be a hindrance to acquire quality education. Saburu, Pokot and Turkana communities living in Laikipia north sub-county have a deep culture and, they rely on their livestock for livelihood and mostly got by raiding to acquire wealth. Majority of the families are polygamous and believe on having many children to provide labour. Children are responsible for grazing their cattle hence keeping them out of school. Mtuku (2000), asserted that access to education is slowed down by various factors which includes cultures, traditions aggressive to revolution, pastoralist lifestyle and inadequate consideration by the government to other modes of schooling.The pastoralists' children are involved in domestic or commercialised herding and it denies them the chance to take part wholly in the present education system since it conflicts with the traditional responsibilities (Kaunga, 2008).

2.6 Displacement and Pupils' Access to Public Pre-Schools

Displaced people are people who leave their homes due to natural, technological or planned events. They include internally displaced as well as refugees.

According to UNHCR, the most significant outcome of a child protection are to avoid violence and abuse and to provide protection services to displaced children by creating or national and community-level child protection system. Conflict and violence have powerfully dislocated 60 million people globally, more than 38 million who are internally displaced and 19 million refugees. The major cause of displacement is reduced access during and after conflict, not only through the loss of teachers but also displacement of students to areas where they do not have access to education(Ndegwa,2016).In an event of conflict, the community suffers many challenges as they have to look for safer places not only for security purposes but also to engage with other activities to enhance their livelihood. According to Ferris &Winthrop,(2010)asserts that displacement result from disruption of economic and social life brought about by conflict.

The most acute problem of displacement is gender based violence. This mostly affects women, girls and young children. Children contribute a particular susceptible group during conflict due to the fact that they depend on adult care, (UHCHR,2001).This could be enhanced more if the affected community has limited resources. For instance, in Sudan, schools had less capability to cope with the unstable waves of dislocation. In Khartoum where IDPs settlement are temporary, government resources are not adequate and the available ones are aimed at fulfilling education necessities for displaced children (Nicolai,2003).Research indicate that children experiencing multiple form of discrimination particularly girls with face a double disadvantage because of their gender according to Global Partnership for Education.

Displaced children and their families might not have documents required to access schools or might lack the language skills to enroll in schools in new locations (UNESCO, 2012). Specific measures are established with national government to replace the documents of refugee and displaced children affected by conflict or disaster. Children who do not have documents are nevertheless able to access education,(UNHCR,2006). Article 24, paragraph 2 of the international Covenant on civil and Political Rights, states that all children shall be registered instantaneously after birth. In this case, women cannot access important documents such as birth certificate which is a necessity at the time of admission in schools. This will affect children particularly those living with disability to acquire education. Moreover, it has been found out that lack of birth certificate might prohibit children from receiving healthcare, nutritional supplements and social help and from school enrollment.

Young children are mostly susceptible to conflict are pre-children who become victims of challenges in the society. Young children traumatized and affect their social life. A research indicate that, children are very susceptible to the stresses caused by disaster and conflict and are at high risk of being separated from main caregivers, sexual and gender-based violence, physical injury as well as permanent adverse emotional and psychological effects(ECD in Emergencies,2010).

Teachers are the main determinants of children's future and the quality of teaching is determined by the training the teacher has gained from colleges. Frequent displacement as a result of conflict may deny most teachers access to education to enhance their knowledge. Most teachers lack knowledge of teaching

pre-schools learners with disabilities. Displacement during armed conflict is a primary reason for non-enrollment mostly because there are no schools available in the areas where refugees and IDPs are hosted(Ndegwa,2016). Stiffung (2015) asserts that above 90 per cent of children in conflict prone areas of developing countries are not enrolled in school and one would presume the percentage would grow in future. Conflict disrupt education sector especially for young children where their future is destroyed due to frequency absenteeism and finally drop-out of school. Research indicates that children living in conflict prone areas have the likelihood of dropping-as compared to their peers living in peaceful areas.

Displacement has a negative impact on livelihood of the community. This has far reaching consequences especially to child bearing mothers who lacks health facilities. High mortality rates continue even after the conflicts end and recovery is delayed especially in areas with insufficient health infrastructure, (Tamashiro,2010). Research shows that displaced children who lose their families through separation face greater poverty and most end up missing school to work since their labour is required to add up to family income (Ferris and Winthrop, 2010).For instance, in Sudan, learning institutions have less capability to cope with the changing waves of displacement. Even near Khartoum where IDPs settlement are temporary, government resources are scarce and the available ones are aimed at achieving education goals for displaced children (Nicolai, 2003).

2.7 Summary of Literature Review

The literature review has shown that conflict affect education quality of children in public pre-schools in conflict prone areas. Studies done by Kramer (2015)

showed that conflict disrupt education, delay access and result in higher drop out and lower completion rates, Asikhia (2010) asserted that enough well prepared instructional materials define the quality of learning that can happen in a school. Further studies by (Kaunga, 2008), showed that roles assigned by the community to children denies them the chance to wholly share in the existing education system and a report by (Ndegwa, 2016) showed that displacement is a major cause of reduced access during and after conflict, not only through the loss of teachers but also displacement of students to areas where they do not have access to education. However, most of the studies are based on education in conflict areas among pastoralist areas tend to focus on primary and secondary education. No research has been researched of factors influencing quality education of disabled pre-school children hence the rationale for this study.

2.8 Theoretical Framework

The study was based on the Bronfenbrenner's (1917-2005) Ecological System Theory which elaborates how everything in a child and the child's environment affects how he/she grows and develops (Angela, 2005). He believed that a person's development was influenced by everything in their environment. He maintained that because the child develop, the interaction with the environment acquire a complex nature,(Bronfenbrenner,1994). He also hypothesized that ethno political violence affect children's violent behavior indirectly through its impact on violence in arena of social ecology that are theoretically more proximal to the individual child,(Bronfrenbrenner,1979).He divided the person's environment into five levels; the microsystem, the mesosystem, the exosystem, the macrosystem and the chronosystem.

Microsystem, is the immediate environment which child lives and interact with family, friends, teachers in schools or daycare. He says these groups have an effect on how child grows. In mesosystem, he says the actual strength of mesosystems is that they assist to link two or more systems where child, parent and family live, (Bronfenbrenner, 1979). Impacts of disasters go beyond the immediate effect on the individual by directly and indirectly affecting social and societal networks (Hoffran & Krukczek, 2011). For instance, current social services might be strained, social support networks might be broken as survivors are dislocated and work settings might not be efficient as staff are absent or injured (Erikson, 1994).

Exosystem include settings that influence the child's development but with which the child has not direct interactions, for instance, when a child is displaced due to conflict happening in a child's community. The child was not actively involved in the conflict but nonetheless is heavily impacted by the result of the conflict. In macro system, this layer might be taken as the outermost layer in the child's environment. This layer comprises of cultural values, customs, and laws (Berk, 2000). Impact of larger principles defined by the macrosystem has a gushing effect all through the connections of other layers. For instance, culture demands that parents ought to be solely in charge of upbringing their children, that culture is less probable to offer resources to assist parents. Chronosystem is the last stage which include most important life transmission, environmental event and historical events which happen at the time of development. Elements in the system might be either external, like the physiological changes which happen as the child grows. As children get older, they might respond in different ways to

environmental changes and might be able to determine more how that change might affect them.

2.9 Conceptual Framework

The conceptual framework in figure 2.1 summarizes the conflict related factors influencing pupils' access to public pre-schools.

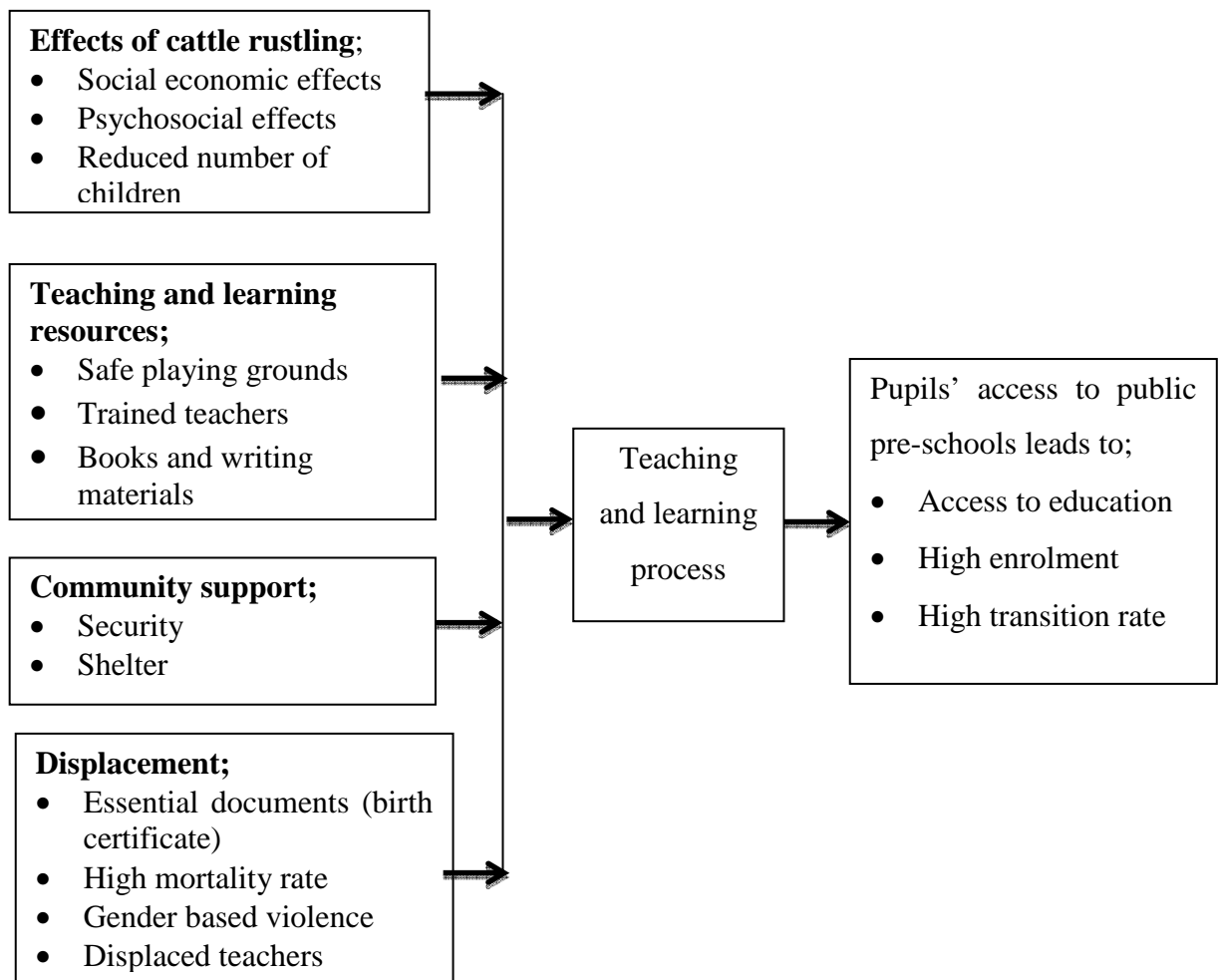


Figure 2. 1: Conflict Related Factors Influencing Pupils' Access to Public Pre-Schools

The conceptual framework of this study shows the variables which would effectively contribute to access to education of pre-school children in conflict areas. It shows the relationship between the independent and dependent variables

in the proposed study and illustrates the outcomes of successful of access to education. Cattle rustling, Teaching/learning resources, community support and displacement of families are presumed to be significant with regard to access to pre-schools. When these variables are well combined and coordinated, they constitute access to pre-school children in conflict prone areas. All the outcomes are aimed at making young learners to become self-reliant and finally participate fully in individual and national development. Pavanello (2009) asserted that education is vital to source of revenue diversification since it equips pastoralists with the skills and knowledge needed to participate in other means of livelihoods.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter focus on the research methodology that was employed in the study. This chapter include, research design, target population, and sample size and sampling procedure and data collection instruments, instrument's validity, instrument's reliability and data collection procedures. Also featured in the section is data analysis technique.

3.2 Research Design

A research design is a strategy that shows how the problem under study was resolved (Orodho, 2004). Descriptive survey design was used in this study Mugenda and Mugenda (2008) asserted that descriptive statistics allow significant explanation of measurements by use of minimal statistics. Descriptive research aims to show a precise summary of individuals, occurrences or conditions. Descriptive research design is appropriate for studies that use questionnaires and interview schedules. Therefore, the design helped to collect data so as to answer questions on the factors influencing access to public pre-schools in conflict prone areas of Laikipia North Sub-County.

3.3 Target Population

According to Mugenda and Mugenda (2008), the target population is the whole group which the researcher wishes in drawing conclusions. The target population was the 46 pre-schools in Laikipia North sub-county, Laikipia County. The study target respondents included: 46 public primary headteachers, 60 pre-school

teachers and 200pre-school parents (Sub-county director of education, Laikipia North sub-county, 2018).

3.4 Sampling Procedure and Sample Size

According to Mugenda and Mugenda (2003), 10 to 30 % of the population is adequate, though the larger the sample size the better. Simple random sampling was employed to select parents whereby 10% of the parents were selected thus 20pre-school parents were sampled. Purposive sampling was used to sample all the head teachers and teachers. The study therefore comprised of 126 respondents as presented in Table 3.1.

Table 3. 1: Sample Size

Target respondents	Target population	Sample size	Percentage
Head teachers	46	46	100%
Pre-school Teachers	60	60	100%
Pre-school parents	200	20	10%
Total	306	126	-

3.5 Research Instruments

Research instruments are data collection tools that are used in a study. Questionnaires and an interview schedule were used in this study. Questionnaires were administered to the head teacher and pre-school teachers as it was found to be the most suitable data collecting instrument for the relatively large sample (Tuckman, 1994). Interview provides reliable, valid and theoretical satisfactory results. Semi-structured interviews were conducted for the pre-school parents as it afford some elasticity to both the researcher and the interviewee (Freebody, 2003).

The interview guide gives a degree of structure and organization to the process. The questionnaire was divided into five sections. Section A covered the background information of the respondents, section B covered the respondents' perceptions on effects of cattle rustling, section C covered the respondents' perceptions on influence of teaching and learning resources, section D covered the respondents' perceptions on effect of displacement and section E covered the respondents' perceptions on effect of community support. The personal interview collected information on background information, the effects of conflict, teaching and learning resources, effect of displacement and effect of community support.

3.5.1 Validity of the Instruments

Kothari (2010) asserts that validity shows the degree to which an instrument measures what it is supposed to measure. That is the extent to which variance found in the measuring instrument replicate true variance amongst those that have been tested Kothari (2010). Content validity was ensured by checking whether the items in the instruments reflected the research questions and this was done by the project supervisors from the department of Educational Administration and Planning. According to Mugenda and Mugenda (2008), a pre-test comprises of between 1 to 10 percent of the target population. Therefore, the pilot study was done in 5 schools whereby 5 head teachers, 6 teachers and 20 pre-school parents which was 10% of the target population were selected from each school.

3.5.2 Reliability of the Instrument

According to Mugenda and Mugenda (2003) reliability is a measure of the degree to which a measuring instrument produces same results after repeated trials. In this study, test-retest method was used by administering the research instruments

twice at an interval of two weeks and the results noted. This technique involved administering same instrument two times to the same pilot group. Reliability coefficient was computed using the Pearson product moment correlation index. Correlation was obtained using the following formula of Pearson product moment.

$$r_{xy} = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n(\sum x^2) - (\sum x)^2][n(\sum y^2) - (\sum y)^2]}}$$

The correlation coefficient obtained was 0.778 for head teacher's questionnaire, and 0.754 for teachers' questionnaire. This means the research instruments could be relied upon for this study. A correlation coefficient of between 0.7 to 1 is considered reliable (Mugenda & Mugenda 2008).

3.6 Data Collection Procedure and Techniques

Data collection procedure are the steps and actions essential for carrying out research successfully and preferred sequence of these steps, (Kothari, 2004). After approval of the proposal, the researcher proceeded to field for data collection. The researcher also got a research permit from the National Commission for Science, Technology and innovation which enabled the researcher to engage with relevant stakeholders for data collection. Using two trained and motivated research assistants, copies of the questionnaire were administered to respondents. The researcher conducted the interview guides in person whereby he liaised with the pre-school teachers to call the teachers for a meeting in the schools.

3.7 Data Analysis Techniques

Data analysis entails categorizing, ordering, manipulating and summarizing raw data to obtain answers to the research questions (Kothari, 2004). Quantitative

data was analyzed using descriptive statistics using the Statistical Package for Social Sciences (SPSS) version 21 and presented through percentages and frequencies. The data was presented using graphs and tables. This was done by tallying up responses, computing percentages of variations as well as describing and interpreting data in line with the study objectives. A multiple regression was employed to measure the relationship between dependent and independent variables.

The regression equation was:

$$Y = \beta_0 - \beta_1 X_1 + \beta_2 X_2 - \beta_3 X_3 + \beta_4 X_4 + \epsilon$$

Where Y is the dependent variable (Pupils' access to public pre-schools) β_0 is the regression constant, β_1 , β_2 , β_3 and β_4 are the coefficients of independent variables, X_1 is cattle rustling, X_2 is teaching and learning resources, X_3 is displacement and X_4 is community support.

3.8 Ethical Consideration

According to Mugenda and Mugenda (2008) ethical considerations are crucial for any research. Research ethics were revised by an Ethics Board to establish ethical guidelines for carrying out the research so that ethical values are not dishonored. The respondents were guaranteed of discretion of the information they provided and concealment of the source of data as the questionnaire did not call for revelation of identity. To enable independence in the study, measures were taken to make sure that individual bias of the researcher did not interfere with the research process and that all parties were considered fairly. In reporting the findings, the researcher accurately represented data collected and it was used only for the purposes of this study.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents data analysis, interpretation and presentation. The purpose of this study was to examine conflict related factors influencing pupils' access to public pre-schools of Laikipia North Sub-County. The study was based on the objectives of the study including influence of conflicts, availability of teaching and learning resources, displacement of families as well as influence of community support on pupils' access to public pre-schools in Laikipia North Sub-County.

4.2 Response Rate

The respondents of the study were the head teachers, pre-school teachers and parents. They returned the questionnaires as tabulated in Table 4.1.

Table 4. 1: Instrument Return Rate

Respondents	Sampled size	No. collected/interviewed	Return rate (%)
Head teachers	46	35	77.8
Pre-school Teachers	60	45	75.0
Parents	20	15	75.0
Total	126	95	75.9

Table 4.1 indicates that questionnaire return rate was above 70 percent which according to Mugenda and Mugenda (2008) is an acceptable proportion and can be termed adequate for analysis.

4.3 Demographic Information

The demographic data of head teachers and teachers focused on their gender, age, academic qualification and year of service. This sought to establish whether demographic characteristics of the head teachers and teachers had an impact on pupils' access to public pre-schools.

4.3.1 Gender of Respondents

In order to assess whether gender affects pupils' access to public pre-schools, the researcher asked the respondents to indicate their gender in the questionnaire.

Figure 4.1 presents the findings.

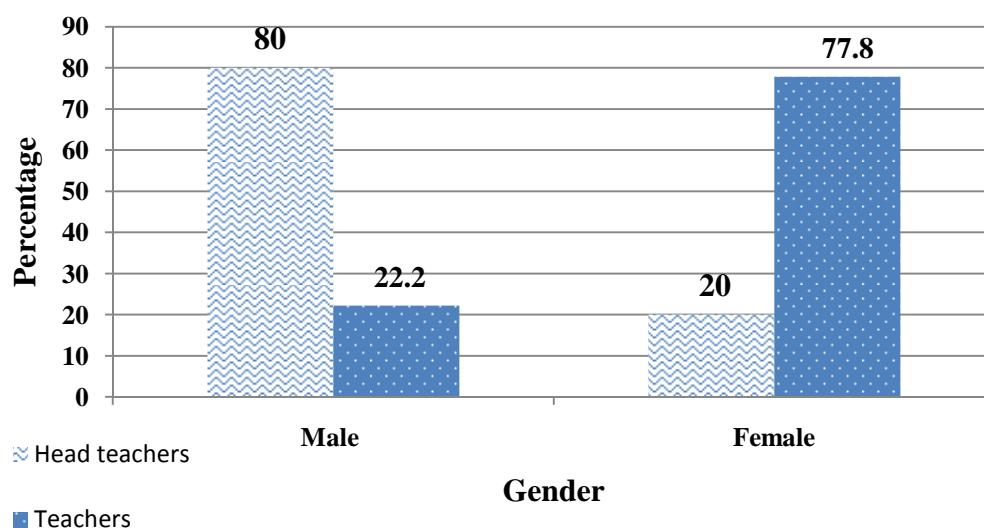


Figure 4. 1: Gender of Head Teachers and Teachers

Findings in Figure 4.1 shows that 80% (28) of the head teachers were male and majority of the teachers 77.8% (35) were female. This shows that Laikipia North Sub-County has met the threshold of the current Kenyan Constitution which stipulates that not more than two thirds (67.7%) of any public institution should be drawn from one gender. Therefore equitable representation of teachers by their gender could contribute to pupils' access to public pre-schools. Parents may feel

that their children needs are better understood by teachers drawn from a certain gender especially women since as mothers they are perceived to have a positive attitude towards pre-school pupils.

The researcher aimed at establishing whether age affects head teachers and teachers' ability to deal with pre-school pupils. He therefore asked the respondents to indicate their age. Findings are presented in Figure 4.2.

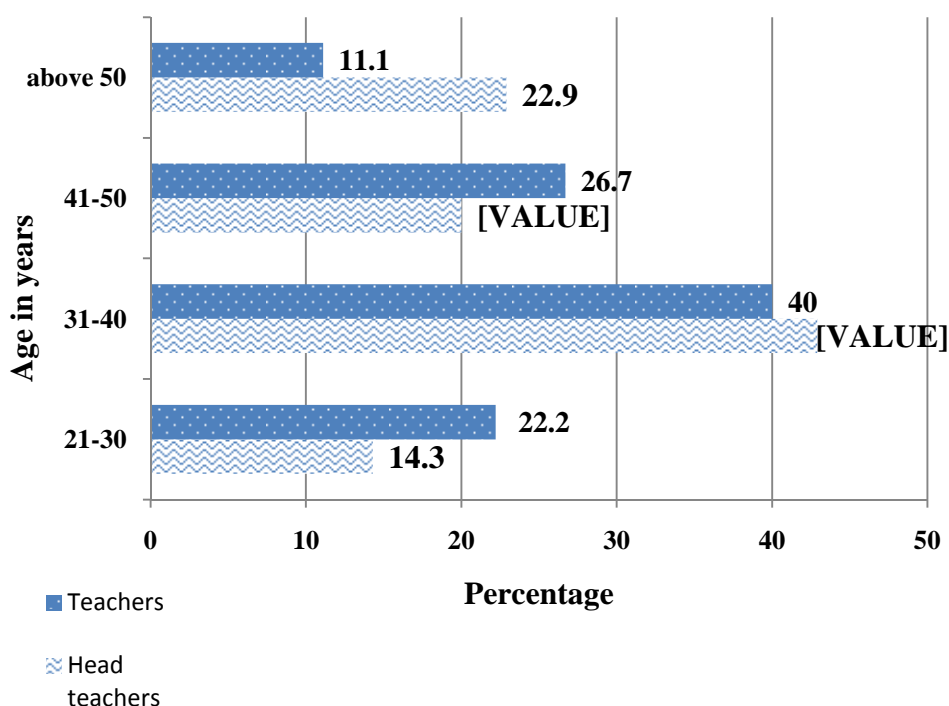


Figure 4. 2: Age of Head Teachers and Teachers

Results in Figure 4.2 show that 42.9% 48% (15) of the head teachers were in the age bracket of 31-40 years and 40% (18) of the teachers were also in the age bracket of 31-40 years. This shows that the head teachers and the teachers were young and energetic to teach and play with pre-school pupils.

Head teachers' and teachers' academic qualification were also sought in order to find whether they were qualified to manage and teach in pre-school. Findings are presented in Figure 4.3.

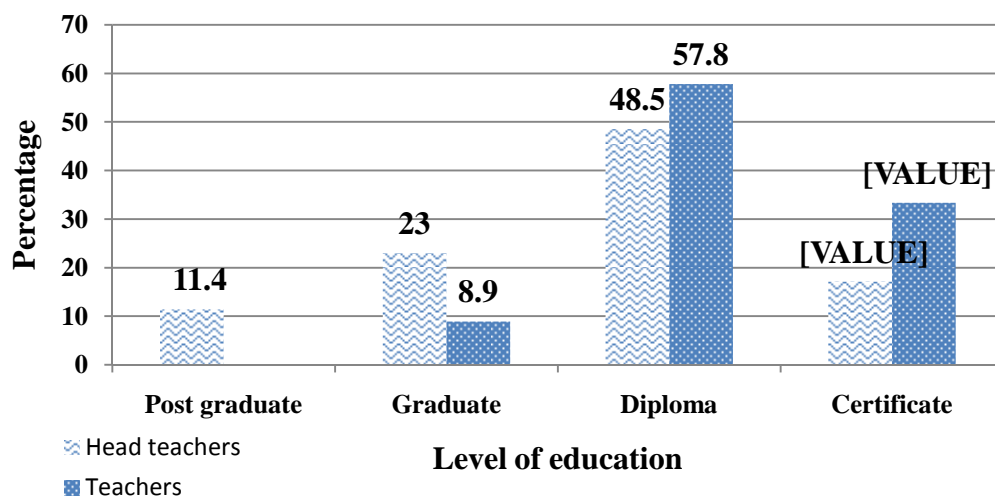


Figure 4. 3: Head teachers' and Teachers' Level of Education

Results in Figure 4.3 shows that 48.5% (17) of the head teachers had attained degree of education and slightly more than half of the teachers 57.8% (26) had attained diploma in ECD. This shows that the head teachers and teachers had attained the minimum qualification of a primary school teacher which is a P1 certificate. Early Childhood Development Education requires qualified teachers this could lead to improved access to pre-schools enabling children learn best in public pre-schools.

Years of teaching experience is perceived to have positive effect on teachers' attitudes with regards to Early Childhood Development Education. The researcher hence sought to find out the head teachers and teachers' years of service. Findings are presented in Figure 4.4.

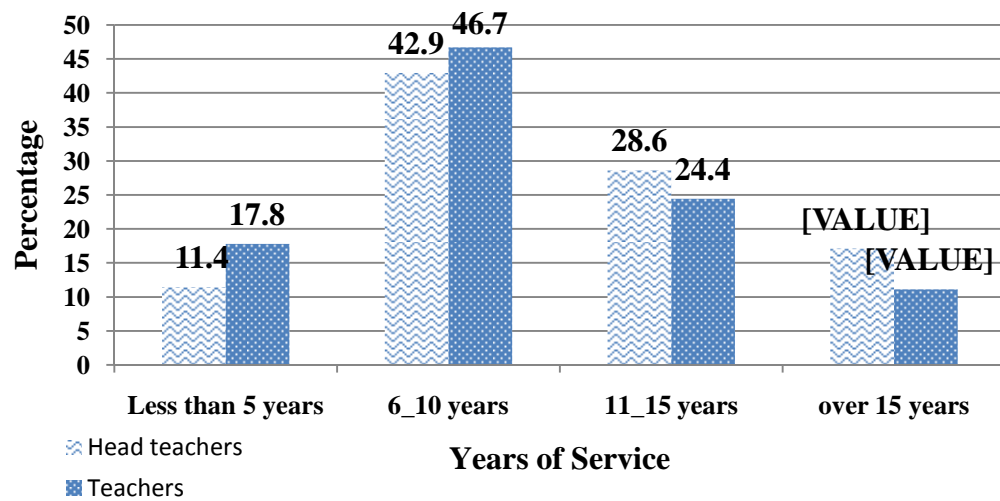


Figure 4. 4: Years of Service Pre-School

Findings in Figure 4.4 show 42.9% (15) of the head teachers had served in a pre-school setting for between 6-10 years and 46.7% (21) of the teachers had taught in pre-school classroom for between 6-10 years. Majority of the parents had also lived in the area for between 10-20 years. This shows that the teachers had served in pre-school classroom for considerable number of years thus in a good position to understand the conflict related factors influencing pupils' access to public pre-schools. This is of importance since less experienced teachers might not be exposed enough to issues of ECD education.

The researcher also asked the head teachers to describe children access to pre-school education in this area. The head teachers were asked to tick on whether children access to education was high, moderate, low or very low.. Findings are presented in Table 4.2.

Table 4. 2: Responses on Effect of Conflict on Access to Pre-school

Responses	Frequency	Percentage
High	0	0
Moderate	7	20.0
Low	18	51.4
Very low	10	28.6
Total	35	100

Results in Table 4.2 show that majority of the head teachers 51.4% indicated that access to pre-school education in Laikipia North sub-county was low while 28.6% indicated that access to pre-school education in Laikipia North sub-county was very low. The principals also indicated that access to pre-school was low due to frequent conflicts in the area. This finding is in agreement with Kathryn and Pauline (2005) that insecurity is a major factor which affects access to education in Laikipia North constituency.

4.4 Cattle Rustling and Access to Pre-school

The first objective was to assess the extent to which cattle rustling influence pupils' access in public pre-schools. This is because children in conflict areas faces myriad of challenges especially access to pre-school education. Head teachers and teachers were asked to tick with a yes or no answer on whether they have experienced conflict around the school in the last 5 years. Data were analyzed using frequencies and percentage. Table 4.3 presents head teachers' responses.

Table 4. 3: Head teachers Responses on Occurrence of Conflict

Responses	Frequency	Percentage
Yes	27	77.1
No	8	22.9
Total	35	100

Results in Table 4.3 show that 77.1% of the head teachers had experienced conflict around the school in the last 5 years and 22.9% had not experience conflict in around the school in the last 5 years. This implies that there is frequent occurrence of conflict in the area.

Teachers were also asked whether they have experienced conflict around the school in the last 5 years. Table 4.4 presents the findings.

Table 4. 4: Teachers Responses on Occurrence of Conflict

Responses	Frequency	Percentage
Yes	35	77.7
No	10	22.3
Total	45	100

Results in Table 4.4 show that 77.7% of the teachers had experienced conflict around the school in the last 5 years and 22.3% had not experience conflict in around the school in the last 5 years. On occurrence of conflicts, the parents said that: “there is frequent occurrence of conflict in the area and there are various humanitarian organization that help us during conflict like the Red Cross and UNHCR.” This is an indication that the study area is prone to conflict resulting to few number of pupils who access pre-school education. The finding concurs with Kimondo (2013) study that over 70% of children in Laikipia do not receive basic skills of literacy. This prompted the researcher to find out the extent to which

cattle rustling as the main cause of conflict affect access to pre-schools. Head teachers responses presented in Table 4.5.

Table 4. 5: Head Teachers Responses on Effect of Cattle Rustling Affect

Extent	Frequency	Percentage
Very great extent	5	14.3
Great extent	23	65.7
Moderate extent	7	20.0
Total	35	100

Results in Table 4.5 show that 65.7% of the head teachers indicated that cattle rustling affect access to pre-schools to a great extent, 20% indicated to a moderate extent and 14.3% indicated to a very great extent. This implies that cattle rustling greatly affect access of quality pre-school ECD education in the area.

Teachers were also asked to indicate the extent to which cattle rustling affect access to pre-schools. Findings are presented in Table 4.6.

Table 4. 6: Teachers Responses on Effect of Cattle Rustling Affect

Extent	Frequency	Percentage
Very great extent	5	11.1
Great extent	29	64.5
Moderate extent	7	15.6
Little extent	4	8.8
Total	45	100

Results in Table 4.6 show that 64.5% of the teachers indicated that cattle rustling affect access to pre-schools to a great extent, 15.6% indicated to a moderate extent, 11.1% indicated to a very great extent and 8.8% indicated to a very great extent. According to the parents: “cattle rustling affect access to education to a

great extent whereby some children abandon schools especially when schools are destroyed.” This implies that cattle rustling acquisition of quality ECD education. The finding concurs with Nicolai and Triplehorn (2003) that conflict which causes attacks on school affect quality of education.

In order to assess how cattle rustling affects access to pre-school, head teachers and teachers were asked to tick with a yes or no answer on effect of conflict. Data were analyzed using frequencies and percentage. Head teachers Responses are presented in Table 4.7.

Table 4. 7: Head Teachers Opinion on Effect of Cattle Rustling

Statements on Effect of Conflict	Yes		No	
	F	%	F	%
During cattle rustling children with disabilities are not catered for adequately	21	60.0	14	40.0
Schools are destroyed during cattle rustling which brings learning to a stand still	29	82.8	6	17.2
Attacks on school reduces number of children in pre-school	27	77.1	8	22.3
Cattle rustling disrupts early childhood education, delay access and result in higher drop out	31	88.5	4	11.5
Cattle rustling hinder quality education of young children especially when school physical facilities are destroyed	33	94.3	2	5.7

N=35

Findings in Table 4.7 show that: 60% of the head teachers opined that during cattle rustling ECD children are not catered for adequately; 82.8% indicated that schools are destroyed during cattle rustling which brings learning to a standstill; 77.1% indicated that attacks on school reduces number of children in pre-school; 88.5% opined that cattle rustling disrupts early childhood education, delay access

and result in higher drop out and 94.3% of the head teachers opined that cattle rustling hinder quality education of young children especially when school physical facilities are destroyed.

The researcher also sought teachers' opinion on effect of cattle rustling. Findings are presented in Table 4.8.

Table 4. 8: Teachers Opinion on Effect of Cattle Rustling

Statements on Effect of Conflict	Yes		No	
	F	%	F	%
During cattle rustling children with disabilities are not catered for adequately	26	57.8	19	42.2
Schools are destroyed during cattle rustling which brings learning to a stand still	38	84.4	7	15.6
Attacks on school reduces number of children in pre-school	40	88.9	5	11.1
Cattle rustling disrupts early childhood education, delay access and result in higher drop out	36	80.0	9	20.0
Cattle rustling hinder quality education of young children especially when school physical facilities are destroyed	42	93.3	3	6.7

N=45

Findings in Table 4.8 show that: 84.4% of the teachers opined that schools are destroyed during cattle rustling which brings learning to a standstill; 84.4% indicated that attacks on school reduces number of children in pre-school; 88.9% opined that cattle rustling disrupts early childhood education, delay access and result in higher drop out and 93.3% of the teachers opined that cattle rustling hinder quality education of young children especially when school physical facilities are destroyed. The parents opinion on effect of cattle rustling were that:

“during conflicts caused by cattle rustling we do not allow young children to go to school due to security reasons and the men who take part in retaliating during cattle rustling get injured while others die and since they are the bread wieners, the children end up dropping out of school.”This implies that cattle rustling is a major factor contributing to poor access to pre-school. The finding concurs with Kramer (2015) that conflict disrupts education, delays access and result in higher dropout and lower completion rates.

In order assess the relationship between conflict and establishment of education in emergencies, head teachers were requested to indicate the extent to which conflict contribute to establishment of Education in emergencies. Findings are presented in Table 4.9.

Table 4. 9: Extent to which Conflict Contribute to Education in Emergencies

Extent	Frequency	Percentage
Very great extent	23	65.8
Great extent	6	17.1
Moderate extent	4	11.4
Little extent	2	5.7
Total	35	100

Results in Table 4.9 show that (65.8%) of the head teachers indicated that conflict contribute to establishment of education in emergencies to a very great extent, (17.1%) indicated to a great extent, (11.4%) indicated to a moderate extent and (5.7%) of the head teachers indicated that conflict contribute to establishment of education in emergencies to a little extent. This implies that during conflict some displaced families settle in areas where the children cannot access education resulting to establishment of education in emergencies. This finding is in

agreement with Kramer (2015) that conflict disrupt education, delay access and result in higher drop out and lower completion rates.

Head teachers were further asked to list the current needs that will enhance children access to pre-school education with regards to occurring emergencies.

Findings are presented in Table 4.10.

Table 4. 10: Needs to Enhance Children Access to Pre-School Education in EIE

Needs	Frequency	Percentage
Housing	35	100.0
Teaching and learning materials	30	85.7
Psychosocial counselling	28	80.0
Protection	25	71.4
Feeding programme	22	62.8
Health facilities	15	42.8
N=35		

Findings in Table 4.10 show that all head teachers (100%) indicated that proper housing of families will enhance children access to pre-school education with regard to occurring emergencies, (85.7%) indicated teaching and learning materials, (80%) indicated psychosocial counselling, (71.4%) indicated protection, (62.8%) indicated feeding program and (42.8%) of the head teachers indicated housing will enhance children access to pre-school education with regard to occurring emergencies. This implies that education in emergencies can be efficient if various needs are fulfilled. This finding concurs with Toms and MacLeod (2006) who asserted that education can safeguard children; directly by providing of a secure space and structured learning activities, gaining of

knowledge to safeguard from harm like mines and promote inclusion of marginalized groups.

4.5 Teaching and Learning Resources and Access to Pre-school

The second objective was to examine the influence of availability of teaching and learning resources on pupils' access to public pre-schools. To make ECD education a success, it would require the schools to be equipped with specially designed materials and equipment for use by pre-school pupils. During conflict the teaching and learning materials are destroyed. The researcher therefore asked the head teachers to tick on the extent to which teaching and learning resources affect access to public pre-schools. Data analysis was carried out through descriptive statistics. Head teachers responses are presented in Table 4.11.

Table 4. 11: Head Teachers Responses on Effect of Teaching and Learning Materials

Extent	Frequency	Percentage
Very great extent	25	71.4
Great extent	7	20.0
Moderate extent	3	8.6
Total	35	100

Results in Table 4.11 show 71.4% of the head teachers indicated that teaching and learning resources affect access to public pre-schools to a very great extent, 20% indicated to a great extent and 8.6% indicated to a moderate extent. This implies that lack of teaching and learning materials which re destroyed during conflict affect access to public pre-schools.

Teachers were also asked to indicate the extent to which teaching and learning resources affect access to public pre-schools. Findings are presented in Table 4.12.

Table 4.12: Teachers Responses on Effect of Teaching and Learning Materials

Extent	Frequency	Percentage
Very great extent	30	66.7
Great extent	10	22.2
Moderate extent	5	11.1
Total	45	100

Findings in Table 4.13 show 68.7% of the teachers indicated that that teaching and learning resources affect access to public pre-schools to a very great extent, 22% indicated to a great extent and 11.1% indicated to a moderate extent. The teachers and head teachers explained that enough teaching and learning materials contribute to better performance. On extent to which teaching and learning resources affect access to public pre-schools, the parents said that: “during conflict, the teaching and learning materials both at home and school are destroyed and some get lost. These materials especially text books are very costly and beyond the reach of majority of us.”This implies that adequate teaching and learning resources promote access to pre-schools.

This urged the researcher to find out from the teachers and head teachers on the availability these resources. Respondents were asked to tick where the listed resource is adequate, inadequate or unavailable. Table 4.13 presents head teachers responses on availability of teaching and learning materials.

Table 4. 13: Head Teachers Responses on Teaching and Learning Materials

Teaching and Learning materials	Adequate		Inadequate	
	F	%	F	%
Chalk boards	14	20.0	21	80.0
Reference books for teachers	9	25.7	26	74.3
Pupils books	6	17.1	29	82.9
Number of text books in every subject	10	28.6	25	71.4

N=35

Findings in Table 4.13 show that: 80% of the head teachers indicated that chalk boards were inadequate; 74.3% indicated that reference books for teachers were inadequate; 82.9% indicated that the pupils books were inadequate and 71.4% of the head teachers indicated that the number of text books in every subject were not adequate. This implies that schools in the study area had all the listed teaching and learning resources although they were inadequate as a result of destruction and loss in the course of the conflicts. Teaching and learning materials which include the chalk boards, reference books, pupils' books and text books are essential for effective learning to take place. The finding concurs with Mulwa (2004) that lack of revision books in schools was a great disadvantage to pupils.

The teachers were also requested to indicate the adequacy of teaching and learning materials. Table 4.14 shows teachers responses on availability of teaching and learning materials. Data analysis was also carried out through descriptive statistics.

Table 4. 14: Teachers Responses on Teaching and Learning Materials

Teaching and Learning materials	Adequate		Inadequate		Not available	
	F	%	F	%	F	%
Teaching aids	9	20.0	25	55.6	11	24.4
Writing materials	11	24.4	22	44.8	12	26.7

N=45

The findings in Table 4.14 show that: 24.4% of the teachers indicated that the schools had no teaching aids while 55.6% of the teachers whose schools had teaching aids indicated that they were not enough; 26.7% of the teachers indicated that the schools had no writing materials while 44.8% of the teachers whose schools had teaching aids indicated that they were not enough. This is also an indication that schools in the study area faced a challenge of inadequacy of essential teaching and learning materials as a result of conflict which hinders access to pre-school. The finding concurs with Asikhia (2010) that adequate well prepared instructional materials determine the quality of learning that can happen in a school.

Teachers were also asked to tick on the extent to which sharing of text books affect learning. The researcher asked the respondents to tick on the scales indicated on the questionnaire. Table 4.15 presents the findings.

Table 4. 15: Effect of Sharing of Text Books

Extent	Frequency	Percentage
Average	15	33.3
Minimal	5	11.1
Adverse	25	55.6
Total	45	100

Results in Table 4.15 show that 55.6% of the teachers indicated that sharing of text books have an adverse effect on learning. Enough text in schools promote access to preschool as parents are not pressured to buy the hence they save money to cater for other pupils needs. The finding is also in agreement with Asikhia (2010) that adequate materials determine the amount of learning that can happen in a school.

Despite the fact that all the teachers were trained, the researcher sought to investigate whether the teachers had skills to teach early childhood education. Respondents were asked to tick either yes or no. Analysis was carried out using descriptive statistics. Findings on head teachers' response on teachers' qualification in are presented in Table 4.16.

Table 4. 16: Head Teachers Responses on Teachers Qualification

Responses	Frequency	Percentage
Qualified	25	71.4
Not qualified	10	28.6
Total	35	100

Results in Table 4.16 show that 71.4% of the head teachers indicated that the teachers had skills to teach early childhood education while 28.6% indicated that the teachers did not have skills to teach early childhood education. This implies that not all teachers had adequate skills to teach early childhood education.

The researcher further sought to find out from the teachers whether they were qualified to teach early childhood education. Findings are presented in Table 4.17

Table 4. 17: Teachers Responses on their Qualification

Responses	Frequency	Percentage
Qualified	34	75.5
Not qualified	11	24.5
Total	45	100

Results in Table 4.17 show that 75.5% of the teachers indicated that they were qualified to teach pre-school pupils while 24.5% were not qualified to teach pre-school pupils. This shows that the teachers were familiar with ECD needs. The finding concurs with Richard (2008) that the largest barrier for ECD education is the unfamiliarity of teachers with ECD needs of supporting and accommodating pre-school children.

4.6 Displacement and Access to Pre-school

The third objective was to assess the effects of displacement of families on pupils' access to public pre-schools. Displacement is perceived to be a major cause of reduced access to education. The researcher therefore asked the respondents to tick on the extent to which displacement affect access to pre-school education. Data analysis was carried out through descriptive statistics. Head teachers responses are presented in Table 4.18.

Table 4. 18: Head Teachers Responses on Effect of Displacement

Extent	Frequency	Percentage
Very great extent	9	25.7
Great extent	21	60.0
Moderate extent	5	14.3
Total	35	100

Results in Table 4.18 indicate that 60% of the headteachers felt that displacement affected access to pre-school education to a great extent and 25.7% of the head

teachers felt that displacement affected access to pre-school education to a very great extent. This implies that pupils who relocate with their parents during conflict might not have a chance of accessing pre-school.

Teachers were asked to indicate the extent to which conflict affect access to pre-school education. Findings are presented in Table 4.19.

Table 4. 19: Teachers Responses on Effect of Displacement

Extent	Frequency	Percentage
Very great extent	11	24.4
Great extent	26	57.8
Moderate extent	5	11.1
Little extent	3	6.7
Total	45	100

Results in Table 4.19 show that 57.8% of the teachers felt that displacement affect access to pre-school education to a great extent and 24.4% felt that displacement affect access to pre-school education to a very great extent. The teachers explained that families relocate to areas that have few schools which are not accessible especially by pre-school children because of the long distance. The finding concurs with Stiffung (2015) that a high percentage of pre-school pupils in conflict prone areas of developing countries were not enrolled in school.

The researcher further sought to establish how displacement affects access to pre-school. Head teachers and teachers were asked to tick with a yes or no answer on effect of conflict. Data were analyzed using frequencies and percentage. Head teachers responses are presented in Table 4.20.

Table 4. 20: Head Teachers Opinion on Effect of Displacement

Statements on Effect of Displacement	Yes		No	
	F	%	F	%
Displacement is the major cause of reduced access to early childhood education in this area	25	71.4	10	28.2
Displacement causes loss of teachers	21	60.0	14	40.0
Limited resources after displacement affect mostly pre-school children	24	68.6	11	31.4
Displacement contributes to lack crucial documents needed for enrollment in new schools	27	77.1	8	22.9
Young children suffer separation from parents after displacement	18	51.4	17	48.6
Displacement deny teachers access to higher education to enhance their knowledge	19	54.3	16	45.7

N=35

Results in Table 4.20 show that: 71.4% of the head teachers opined that displacement was the major cause of reduced access to early childhood education in the area; 60% indicated that displacement causes loss of teachers; 68.6% opined that limited resources after displacement affect mostly pre-school children; (78.8%) opined that displacement contributes to lack crucial documents needed for enrollment in new schools and 77.1% indicated that young children suffer separation from parents after displacement. This implies that displacement as a result of conflict affect access to pre-school.

The researcher also sought teachers' opinions on effect of displacement on access to pre-school education. Findings are presented in Table 4.21

Table 4. 21: Teachers Opinion on Effect of Displacement

Statements on Effect of Displacement	Yes		No	
	F	%	F	%
Displacement is the major cause of reduced access to early childhood education in this area	31	68.8	14	31.2
Displacement causes loss of teachers	25	55.6	20	44.4
Limited resources after displacement affect mostly pre-school children	34	75.6	11	24.4
Displacement contributes to lack crucial documents needed for enrollment in new schools	36	80.0	9	20.0
Young children suffer separation from parents after displacement	25	55.6	20	44.4
Displacement deny teachers access to higher education to enhance their knowledge	10	22.2	35	77.8

N=45

Findings in Table 4.21 show that: 68.8% of the teachers opined that displacement was the major cause of reduced access to early childhood education in the area; 75.6 % opined that limited resources after displacement affect mostly pre-school children and 80% of the teachers opined that displacement contributes to lack crucial documents needed for enrollment in new schools. On effect of displacement, the parents said that: “during conflict we migrate to areas where schools are very far hence we do not allow young children to go to school and losing crucial documents also hinders enrollment to new schools after displacement.” This implies that displacement disrupt education sector especially for young children. The finding concurs with Ndegwa (2016) that displacement is a primary reason for non-enrollment mostly since there are no schools available in the areas where IDPs are hosted.

4.7 Community Support and Access to Pre-school

The fourth objective was to assess the extent to which community support influence pupils' access to public pre-schools. Majority of the people who become disoriented during conflict are children. The researcher sought to find the extent to which community support affect access to pre-school. Respondents were asked to tick on the scales indicated on the questionnaire. Head teachers responses are presented in Table 4.22.

Table 4. 22: Head Teachers Responses on Effect of Community Support

Extent	Frequency	Percentage
Very great extent	5	14.3
Great extent	7	20.0
Moderate extent	23	65.7
Total	35	100

Results in Table 4.22 show that 65.7% of the head teachers indicated that community support affect access to pre-school. This implies that community support through caring and sheltering children who lose their parents during conflicts have an effect on access to pre-school.

The researcher also sought to find out from the teachers on the extent to which community support affect access to pre-school. Findings are presented in Table 4.23.

Table 4. 23: Teachers Responses on Effect of Community Support

Extent	Frequency	Percentage
Very great extent	5	11.1
Great extent	10	22.2
Moderate extent	27	60.0
Little extent	3	6.7
Total	45	100

Results in Table 4.23 show that 60% of the teachers indicated that community support affect access to pre-school to a moderate extent and 22.2% indicated that community support affect access to pre-school to a great extent. This implies that the community protects children during conflict since they are the most vulnerable. Some communities also offer some land for establishment of education in emergencies. The finding concurs with Morgan and Beherenut (2008) that young girls and boys are most affected by protection issue and the most vulnerable and marginalized children in the community.

This prompted the researcher to find out whether the community in the study area support ECD pupils. Head teachers and teachers were asked to tick with a yes or no answer. Data were analyzed using frequencies and percentage. Head teachers responses are presented in Table 4.24.

Table 4. 24: Head Teachers Responses on Community Support

Responses	Frequency	Percentage
Yes	24	68.6
No	11	31.4
Total	35	100

Results in Table 4.24 show that 68.6% of the head teachers felt that community in the study area support ECD pupils and 31.4% felt that the community in the study area did not support ECD pupils. This implies that the communities living in Laikipia North sub-county support ECD pupils whose education is affected by conflicts.

Table 4. 25: Teachers Responses on Community Support

Responses	Frequency	Percentage
Yes	32	71.1
No	13	28.9
Total	45	100

Findings in Table 4.25 show that 71.21% of the teachers indicated that the surrounding community support ECD pupils through protecting them from abuse especially young girls, harmful cultural practices and all forms of violence. The parents said that: “the community support orphaned children education by catering for their education needs and securing them and the communities have offered their community land for construction of pre-school classrooms.”

The researcher also sought to establish whether culture of the surrounding community hinder acquisition of quality education. Head teachers and teachers were asked to tick with a yes or no answer. Data were analyzed using frequencies and percentage. Head teachers responses are presented in Table 4.26.

Table 4. 26: Head Teachers Responses on Effect of Culture

Responses	Frequency	Percentage
Yes	19	54.3
No	16	45.7
Total	35	100

Results in Table 4.26 show that 54.3% of the head teachers indicated that culture of the surrounding community hinder acquisition of quality education. The head teachers indicated that some members of the community do not value girls’ education hence they do not send girls to school.

The researcher also sought teachers opinion on effect of the culture on access to education. Findings are presented in Table 4.27.

Table 4. 27: Teachers Responses on Effect of Culture

Responses	Frequency	Percentage
Yes	26	57.8
No	19	42.2
Total	45	100

Findings in Table 4.27 show that 57.8% of the teachers indicated that the culture of the surrounding community hinder acquisition of quality education. Some of the cultures that hindered acquisition of quality education included child labor (herding and house chores), early marriages and lack of recognition of the value of girl child education since some families consider girls as beneficiaries of other households once they are married off and sources wealth. The parents were also in agreement that culture was a main barrier to the education of their pre-school children. This is in agreement with Mtuku (2000) that access to education is slowed down by various factors which includes local customs, traditions aggressive to revolution, pastoralist lifestyle and inadequate consideration by the government to other modes of schooling.

4.8 Inferential Statistics

To assess the relationship between the independent variables and dependent variable the researcher carried out inferential analysis which involved multiple regression analysis.

4.8.1 Coefficient of Determination of Research Variables

The coefficient of determination was conducted to measure how well the statistical model was expected to forecast future outcomes. Table 4.28 presents the Model Summary.

Table 4. 28: Model Summary.

Model	r	r ²	Adjusted r ²	Std. Error of the Estimate
1	0.984	0.969	0.965	0.094

Adjusted R squared is coefficient of determination which indicates the variation in the dependent variable as a result of changes in the independent variables, from the findings in the Table 4.28, the value of R squared was 0.969 which indicates that there was variation of 96% on access to pre-school education due to changes in cattle rustling, teaching and learning materials, displacement and community support at 95% confidence interval. R is the correlation coefficient which illustrates the relationship between the study variables, results in Table 4.28 show a strong positive relationship between the study variables as shown by 0.984.

4.8.2 Multiple Regression

The researcher further conducted a multiple regression analysis. The main aim of multiple regression is to learn more about the relationship between various independent or predictor variables and a dependent variable. The researcher used SPSS to enter and code responses from the respondent to assist in computing the extent to which a unit changes in a given independent variable cause a change to dependent variable. Table 4.29 presents the multiple regression tables.

Table 4. 29: Regression of Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	β	Std. Error	Beta	t	
Constant/Y Intercept	.767	.054		14.103	.000
Cattle rustling	.541	.046	.093	.898	.001
Teaching and Learning Resources	.412	.076	.575	5.391	.000
Displacement	.610	.047	1.427	12.978	.000
Community support	.022	.041	.043	.541	.591

As per the SPSS generated in Table 4. 18, the equation,

$Y = \beta_0 - \beta_1 X_1 + \beta_2 X_2 - \beta_3 X_3 - \beta_4 X_4 + \varepsilon$ becomes:

$$Y = 0.767 - 0.041 X_1 + 0.412 X_2 - 0.610 X_3 + 0.022 X_4$$

From the above regression model, holding cattle rustling, teaching and learning materials, displacement and community support at constant zero access to pre-school education would be at 0.767. It was established that a unit decrease in cattle rustling would cause an increase in access to pre-school education by a factor of 0.041, unit increase in teaching and learning materials would contribute to increase in access to pre-school education by a factor of 0.412, unit decrease in displacement would contribute to increase in access to pre-school education by a factor of 0.610 and a unit increase in community support would contribute to increase in access to pre-school education by a factors of 0.022.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter focuses on the summary of the study and conclusions. It also presents recommendations for potential actions and suggestions for future research.

5.2 Summary of Study

The purpose of the study was to examine conflict related factors influencing pupils' access to public pre-schools of Laikipia North Sub-County. The study was guided by the following objectives; to establish the extent to which cattle rustling related factors influence pupils' access in public pre-schools in Laikipia North Sub-county, to examine the influence of availability of teaching and learning resources, to assess the effects of displacement of families and to establish the extent to which community support influence pupils' access to public pre-schools in Laikipia North Sub- County. The study was guided by Brofenbrenner's (1917-2005) Ecological System Theory. The study adopted descriptive survey research design since it enabled correction of information from respondents without compromising their privacy. Simple random sampling was applied to sample 46 head teachers, 60 teachers and 20 pre-school parents. Data were collected using questionnaires, analyzed and presented in frequencies and percentages. Data was presented in relation to the study findings; majority of the head teachers had attained diploma in education and diploma in ECD was his highest academic qualification for majority of the teachers. Majority of head

teachers and teachers had served in pre-school for between 6-10 years. The findings in each objective are summarized as follows:

5.2.1 Cattle Rustling and Access to Pre-school

In line with objective one; findings established that cattle rustling significantly influences access to pre-school ($p=0.001$). In the event of conflicts,(cattle rustling),researcher found out that, ECD children were not catered for adequately, some schools were destroyed which brought learning to a standstill, there were attacks on schools which reduced the number of children in pre-school, there was delayed access to pre-school and high dropout rates and the conflicts hindered quality education of young children especially since school physical facilities were destroyed.

5.2.2 Teaching and Learning Materials and Access to Pre-school

In line with objective two: the study established that teaching and learning resources significantly influences access to pre-school ($p=0.000$). The study established that public pre-schools in the study area had inadequate chalk boards, reference books, pupils' books, text books, revision books, teaching aids and writing materials. The researcher also established that sharing of text books had adverse effect on learning and majority of the pre-school teachers were qualified to teach pre-school pupils. Adequate well prepared instructional materials determine the amount of learning that can be placed in a learning setting.

5.2.3. Displacement and Access to Pre-school

In line with objective three: findings established that displacement significantly influences access to pre-school ($p=0.000$) which was the major cause of reduced access to early childhood education in the area, displaced caused loss of teachers, limited resources as a result of displacement affected mostly pre-school children, displacement contributed to lack crucial documents needed for enrollment in new schools like birth certificate, some young children suffered separation from parents after displacement hence they lacked someone to take them to school and displacement denied some teachers access to higher education to enhance their knowledge.

5.2.3. Community Support and Access to Pre-school

In line with objective four: findings established that community support does not significantly influence access to pre-school ($p=0.591$). The researcher established that the surrounding community supported ECD pupils through protecting them from abuse especially young girls, harmful cultural practices and all forms of violence. The community also supported orphaned children education by catering for their education needs. However, there were some cultural practices which hindered access to pre-school education in the study area which included child labor (herding and house chores), early marriages and lack of recognition of the value of girl child education since some families considered girls as beneficiaries of other households once they are married off and sources wealth.

5.3 Conclusion

It was concluded that conflict in Laikipia North Sub-county which are most often as a result of cattle rustling and competition over the limited natural resources like water, land and fodder have an adverse effect on education. During cattle rustling schools and property are destroyed. This results to extreme poverty whereby families are unable to pay for schools and cater for other education needs for their children. Children are also prone to killings, maimed or recruitment in armed conflict or groups. Some schools are also closed and teachers killed thus hindering access to pre-school education.

It was also concluded that teaching/learning materials promote and encourage effective teaching and learning and their shortage in teaching and learning process lead to poor attention span and poor learning which hinder attainment of the planned aims of a lesson. Pre-school learners need wall charts and maps to help them learn easily. Teaching/learning materials are needed in order to raise the quality of education of pre-school learners.

The study established that many families in the study area are displaced during conflicts. Some children are isolated from their parents hence they lack access to pre-school education. When families run away from their homes, majority of essential documents required for enrollment in new schools are lost thus delaying access to pre-school education. Teachers are head teachers are also denied chances to continue with higher education as a result of displacement since it takes time and resources to settle down. The culture of some the communities living in Laikipia North sub-county hinder access to pre-school education whereby majority of the pastoralists and they send young boys to the field to

graze cattle while girls are denied access to education as they are considered as source of wealth for the family once they are married off. Their words, (2016), suggest that where girls exacerbate, girls can be pulled out of school or even forced into early marriage to alleviate economic burden from parents

5.4 Recommendations

The listed recommendations were made in order to improve access to public pre-schools.

- i. The government through the Ministry of Interior Security should intensify security in Laikipia North Sub-County by deploying more security officers and controlling possession of guns. This will help to protect farmers from pastoralist who invade their farms as they search for fodder for the livestock hence reducing conflicts.
- ii. The education planners should evaluate and assess the teaching and learning resources available and make more precise estimates and allocations to the various requirements in the implementation of early Childhood Development Education.
- iii. Government in partnership with humanitarian organizations should establish schools in IDPs camps and provide teachers, enough physical facilities that promote learning so as to enable continuity and access to education even after displacement. Schools in conflict prone areas should also revise on the documents required for enrollment of new pupils since lack of some documents hinder access to pre-school education.

- iv. Public sensitization about importance of education in emergencies should be campaigned for by all stakeholders especially in communities affected as EiE can give displaced and traumatized children a sense of hope and survival skills.
- v. Education in Emergencies should also eliminate negative cultures like cattle rustling, early marriages among rival communities, that hinder access to pre-school education.

5.5. Suggestions for Further Study

The researcher recommends the following:

- i. A study on conflict related factors influencing pupils' access to public pre-schools should be carried out in other conflict prone areas counties for comparison purpose.
- ii. The same study should be carried out incorporating more variables that possibly influence access to public pre-schools in conflict prone areas
These variables should also include social factors

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APPENDICES

Appendix I: Questionnaire For Headteachers'

This questionnaire is for the purpose of research only.

Please tick (✓) in appropriate bracket or fill in the information as your response to all the following questions. Do not write your name or the name of your school anywhere. The information will be completely confidential.

Section A: Demographic information

1. What is your gender?

Male () Female ()

2. Which is your age bracket?

21 – 30 years () 31 – 40 years () 41 – 50 years () above 50 ()

3. What is your highest academic qualification?

Post graduate level () Graduate level () Diploma level () Certificate level-P1 ()

4. How many years have you served as a school head teacher?

Less than 5 years () 6-10 years () 11-15 years () over 15 years ()

5. How would you describe children access to pre-school education in this area?

(a) High [] b) Moderate [] c) Low [] d) Very low []

Section B: Effects of cattle rustling

6. Have you experienced cattle rustling around the school in the last 5 years which affected access to pre-school education?

(a) Yes [] b) No []

Kindly explain your answer _____

7. To what extent does cattle rustling affect access to pre-school education?

Very great extent [] great extent [] moderate extent []

little extent [] no extent []

8. Kindly indicate your opinion on the listed statements on effect of access to pre-school education .

Statements	Yes	No
During cattle rustling ECD children are not catered for adequately		
Schools are destroyed during cattle rustling which brings learning to a stand still		
Attacks on school reduces number of school in pre-school		
Cattle rustling disrupts education, delay access and result in higher drop out		
Conflict hinder quality education of young children especially when school physical facilities are destroyed		

9. To what extent does conflict contribute to establishment of Education in emergencies?

Very great extent [] great extent [] moderate extent []

little extent [] no extent []

10. What are the current needs that will enhance children access to pre-school education with regard to occurring emergencies ?

Section C: Teaching and learning resources

11. To what extent does teaching and learning resources affect access to pre-school education ?

Very great extent [] great extent [] moderate extent []

little extent [] no extent []

Kindly explain how teaching and learning resources affect access to pre-school education.

12. The Table below shows instructional materials that may be available in the school. Tick as appropriate

Material	Adequate	Inadequate	Not available
Chalkboards			
Reference books for teachers			
Pupils books			
Number of text books in every subject			

13. Are the ECD teachers in your school qualified to teach pre-school education?

a) Yes [] b) No []

Section D: Effect of Displacement

14. To what extent does displacement affect access to pre-school education?

Very great extent [] great extent [] moderate extent [] little extent [] no extent

15. Kindly explain how displacement affect access to pre-school education.

16. What is your opinion on the listed statements on effects of displacement of quality of education?

Statements	Yes	No
Displacement is the major cause of reduced access to early childhood education in this area.		
Displacement causes loss of teachers		
Limited resources after displacement affect mostly pre-school children		
Displacement contributes to lack crucial documents needed for enrollment in new schools		
Young children suffer separation from parents after displacement		
Displacement deny teachers access to higher education to enhance their knowledge		

Section E: Effect of Community support

17. To what extent does community support affect the quality of education ?

Very great extent [] great extent [] moderate extent [] little extent [] no extent

Kindly explain how displacement affect access to pre-school

education. _____

18. Does the surrounding community support ECD children?

(a) Yes [] b) No []

If yes how?_____

19. Does culture of the surrounding community hinder acquisition of access to pre-school education? (a) Yes [] (b) No []

If yes kindly list some of the cultural practices that hinder acquisition of access to pre-school education.

THANK YOU FOR COOPERATION

Appendix II: Questionnaire For Pre-School Teachers

This questionnaire is for the purpose of research only.

Please tick () in appropriate bracket or fill in the information as your response to all the following questions. Do not write your name or the name of your school anywhere. The information will be completely confidential.

Section A: Demographic Information

1. What is your gender?

Male () Female ()

2. Which is your age bracket?

21 – 30 years () 31 – 40 years () 41 – 50 years () above 50 years ()

3. What is your highest academic qualification?

Post graduate () E.C.D Graduate ()

Diploma in E.C.D () E.C.D Certificate ()

4. Indicate your teaching experience in years.

a) 0-5 years [] (b) 6-15 years

[] (c) 16-25 years [] (d) 26 and above []

Section B: Effects of Cattle rustling

5. Have you experienced cattle rustling around the school in the last 5 years?

(a) Yes [] No []

6. To what extent does cattle rustling affect the quality of ECD education ?

Very great extent [] great extent [] moderate extent []

little extent [] no extent []

7. What is your opinion on the listed statements on effects of cattle rustling?

STATEMENTS	Yes	No
During cattle rustling children pre-school pupils are not catered for adequately		
Schools are destroyed during cattle rustling which brings learning to a stand still		
Attacks on school reduces number of children in pre-school		
Cattle rustling disrupts early childhood education, delay access and result in higher drop out		
Cattle rustling hinder quality education of young children especially when school physical facilities are destroyed		

Section C: Teaching and learning resources

8. To what extent does teaching and learning resources affect the quality of early childhood education?

Very great extent [] great extent [] moderate extent [] little extent [] no extent []

9. Below is a table of teaching and learning resources that are necessary in school

Please tick (✓) against the statement that best describes their availability in your school.

Material	Adequate	Inadequate	Not available
Teaching aids for example charts, wall maps			
Writing materials			

10. To what extent does the sharing of text books affect learning?

a) Average [] b) Minimal [] (c) Adverse []

11. Do you have skills to teach early childhood education?

Yes [] No []

Section D: Displacement

12. To what extent does displacement affect the access to pre-school education?

Very great extent [] great extent [] moderate extent []

Little extent [] no extent []

Kindly explain how displacement affects access to pre-school education.

13. What is your opinion on the listed statements on effects of displacement of access to pre-school?

Statements	Yes	No
Displacement is the major cause of reduced access to early childhood education in this area.		
Displacement causes loss of teachers		
Limited resources after displacement affect mostly pre-school children		
Displacement contributes to lack crucial documents needed for enrollment in new schools		
Young children suffer separation from parents after displacement		
Displacement deny teachers access to higher education to enhance their knowledge		

Section E: Effect of Community support

14. To what extent does community support affect access to pre-school education?

Very great extent [] great extent [] moderate extent [] little extent [] no extent []

15. Kindly explain how community support affects the quality of early childhood education?

16. Does the surrounding community support ECD children?

(a) Yes [] b) No []

If yes how ?

17. Does culture of the surrounding community hinder acquisition of quality ECD education?

a) Yes [] b) No []

If yes kindly list some of the cultural practices that hinder acquisition of quality ECD education.

THANK YOU FOR COOPERATION

Appendix III: Interview Schedule for Pre-School Parent Representatives

1. For how long have you lived here?
2. Have you ever experienced cattle rustling?
3. How does cattle rustling affect the quality of education of young children?
4. To what extent does teaching and learning resources affect quality of early childhood education?
5. How does displacement affect the quality of early childhood education?
6. How does the community support early childhood education?
7. Are there an organization that assist you in time of conflict?
8. In event of conflict do you have children who abandon schooling?
9. Is the culture a barrier to the education of your pre-school children?

THANK YOU FOR YOUR COOPERATION

Appendix IV: University Authorization Letter



**UNIVERSITY OF NAIROBI
COLLEGE OF EDUCATION AND EXTERNAL STUDIES
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING**

Telephone: 020-2701902
Telegram: "CEES"
E-mail: dept-edadmin@uonbi.ac.ke

P.O. Box 30197-00100, NRB
OR P.O. Box 92-00902 KIKUYU

December 18, 2017

Our Ref: UON/CEES/SOE/A&P/1/4

TO WHOM IT MAY CONCERN

MIGUI DANIEL MUCHEMI – E55/73925/2014

This is to certify that **Migui Daniel Muchemi** is a Master of Education student in the Department of Educational Administration and Planning at the University of Nairobi. He has completed his course work and is summarizing his research proposal on "*Conflict Related Factors Influencing Pupils' Access to Public Pre-Schools in conflict Prone Areas of Laikipia North Sub-County, Kenya*". His area of specialization is Education in Emergencies.

Any assistance accorded him will be highly appreciated.

Thank you.

Yours faithfully

JEREMIAH M. KALAI PhD
CHAIRMAN

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING

JMK/rwn

Appendix V: NACOSTI Authorization Letter



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349,3310571,2219420
Fax: +254-20-318245,318249
Email: dg@nacosti.go.ke
Website : www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/18/09951/22394**

Date: **24th April, 2018**

Daniel Muchemi Migui
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Conflict related factors influencing pupils access to public pre-schools in conflict prone areas of Laikipia North Sub-County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Laikipia County** for the period ending **23rd April, 2019.**

You are advised to report to **the County Commissioner and the County Director of Education, Laikipia County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

DR. STEPHEN K. KIBIRU, PhD.
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Laikipia County.

The County Director of Education
Laikipia County.

National Commission for Science, Technology and Innovation is ISO9001:2008 Certified

Appendix VI: Research Permit

THIS IS TO CERTIFY THAT:
MR. DANIEL MUCHEMI MIGUI
of UNIVERSITY OF NAIROBI, 0-20109
SUBUKIA, has been permitted to conduct
research in *Laikipia County*

on the topic: **CONFLICT RELATED
FACTORS INFLUENCING PUPILS ACCESS
TO PUBLIC PRE-SCHOOLS IN CONFLICT
PRONE AREAS OF LAIKIPIA NORTH
SUB-COUNTY, KENYA**

for the period ending:
23rd April, 2019


.....
**Applicant's
Signature**

Permit No : NACOSTI/P/18/09951/22394
Date Of Issue : 24th April, 2018
Fee Received : Ksh 1000




.....
**Director General
National Commission for Science,
Technology & Innovation**

CONDITIONS

1. The License is valid for the proposed research, research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.
6. This Licence does not give authority to transfer research materials.
7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
8. The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.



REPUBLIC OF KENYA



**National Commission for Science,
Technology and Innovation
RESEARCH CLEARANCE
PERMIT**

Serial No.A **18377**

CONDITIONS: see back page