

**INFLUENCE OF CATTLE RUSTLING ON PROVISION OF
QUALITY EDUCATION IN PUBLIC SECONDARY
SCHOOLS IN SAMBURU EAST DISTRICT, SAMBURU
COUNTY, KENYA**

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DECLARATION

This research project is my original work and has not been presented for award of degree in any other university

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DEDICATION

This project is dedicated to my mother, Ariamo Lolchuraki, my wife, Pauline and children, Natali, Ntoninge, Pascalina, Lodede and Munyaki.

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I thank God the almighty for the gift of life, health, strength and protection that I have received throughout my studies. The success of this study has been the result of a combined effort, support and cooperation from several people to whom I owe a lot of gratitude. For academic guidance and advice, I am most grateful to my supervisors, Dr. Rosemary Imonje and Mr. Ferdinand Mbeche for their accessibility, unreserved support and insightful comments that have guided me through this process.

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TABLE OF CONTENTS

Title Page.....	i
Declaration	ii
Dedication	iii
Acknowledgment.....	iv
Table of contents	v
List of tables	ix
List of figures	x
List of abbreviations and acronymns.....	xi
Abstract	xii

CHAPTER ONE

INTRODUCTION

1.1 Background to the study.....	1
1.2 Statement of the problem.	6
1.3 Purpose of the study.....	7
1.4 Objectives of the study.....	7
1.5 Research questions.....	8
1.6 Significance of the study	8
1.7 Delimitations of the study	9
1.8 Limitation of the study.....	9
1.9 Basic assumptions.....	11

1.10 Definitions of significant terms.	11
1.11 Organization of the study	12

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction	13
2.2 Overview of cattle rustling	13
2.3 Theories of formal schooling in the pastoralist context	16
2.4 Intrinsic factors and quality of education.....	19
2.5 Extrinsic factors and quality of education.....	20
2.6 Quality of education in emergency situations	20
2.7 Relationship between curriculum supervision and quality education.....	22
2.8 Quality of teaching and learning.....	26
2.9 Summary of literature review	30
2.10 Theoretical framework	31
2.11 Conceptual framework	32

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction	33
3.2 Research design	33
3.3 Target population.....	34
3.4 Sample size and sampling techniques.....	34
3.5 Instruments for data collection	35

3.5.1 Instrument validity	35
3.6 Instrument reliability.....	36
3.7 Data collection procedure.....	37
3.8 Data analysis techniques	37

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction	38
4.2 Socio demographic characteristics of students.....	38
4.2.1 Gender of students	38
4.3 Number of years of respondents in School	40
4.4 Physical location of school in relation to cattle rustling	40
4.5 How cattle rustling affect academic performance	40
4.5.1 Students’ responses	41
4.5.2 Teachers’ responses	44
4.6 How cattle rustling affect syllabus coverage.....	45
4.7 How cattle rustling affect student retention rates	46
4.8 How cattle rustling influences student attendance.....	48
4.9 How to improve academic performance despite cattle rustling	49
4.10 Lasting solution to cattle rustling	50

CHAPTER FIVE

SUMMARY OF STUDY, CONCLUSIONS AND RECOMMENDATION

5.1 Summary of findings.....	51
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5.2 Conclusion.....	53
5.3 Recommendations.....	53
5.4 Recommended research topics	55
References	56

APPENDICES

Appendix i: School principals' questionnaire	63
Appendix ii: Teachers' questionnaire	67
Appendix iii: Students questionnaire.....	72
Appendix iv: Letter of authorization	76
Appendix v: Research permit	77
Appendix vi: Research conditions	78

LIST OF TABLES

Table	Page
1 : Summary of Secondary Schools' Population Distribution.	34
2: Number of students from each school	39
3: Percentage of Students interviewed	39
4: Number of Teachers and principals interviewed.....	39
5: Number of years in School	40
6: Students responses on existence of school in a cattle rustling area.....	40
Table 7: Student performance in academics	41
8: Existence of school in cattle rustling areas and students performance.....	42
9: Students' response on effect of cattle rustling on performance	43
10: Relationship between cattle rustling and KCSE performance	44
11: Influence of Cattle rustling on Syllabus coverage.....	46
12: Effects of cattle rustling and student retention.....	47
13: Reason for low attendance	48
14: How to improve academic performance despite cattle rustling	49
15: Lasting solution to cattle rustling	50

LIST OF FIGURES

Figure	Page
1: Conceptual framework.....	32

LIST OF ABBREVIATIONS AND ACRONYMS

ASAL	Arid and Semi-Arid Lands
B.OG.	Board of Governors
D.E.O.	District Education Officer
EFA	Education for All
FAO	Food Agricultural Organization
K.C.S.E.	Kenya Certificate of Secondary Education
KPR.	Kenya Police Reservist
NCKK	Nation council of churches
S. R. A.	Special Review Assessment
UN	United Nations

ABSTRACT

Education is considered as one of the most effective ways to reduce poverty, give people opportunity to improve their lives and raise their voice, improve their health, productivity and fosters participation in civil society. The purpose of this study was to investigate the influence of cattle rustling on quality of education in public secondary schools in Samburu East District, Samburu County, Kenya. The study sought to determine how cattle rustling affect academic performance in public secondary schools and syllabus coverage in these secondary schools. In addition the study also examined how cattle rustling have affected student retention rates in public secondary and its effects on student class attendance. This study was conducted at Uaso boys secondary school, Wamba Boys High School and Wamba Girls High School, Samburu east district–Samburu County, Kenya with a target population of 809 students, 46 teachers and 3 principals. Descriptive research survey design was employed whereby 81 students, 10 teachers and 3 principals were sampled. Qualitative and quantitative data were collected by use of a questionnaire. All analyses were descriptive in nature. The respondents also show determination to receive education through their recommendations. 34% want security improved, 27% feel that addition of teachers would improve syllabus coverage is necessary, 18% feel that involvement of parents in school activities for development, 13% feel that avoiding interruption of learning process in schools is possible while 8% feel that the cattle rustling menace should stop. These statistics show the conclusive desire to access quality, formal education; which has been hampered by cattle rustling activities. The first objective of this study was to determine the effect of cattle rustling on academic performance in public secondary schools in Samburu East District. The respondents felt that the students performed averagely and this was represented by 52% while 43% performed poorly and only 5% of schools performed well. The second objective was to establish how cattle rustling have affected student retention rates in public secondary schools, the findings indicate that 24% of them drop out of school, 22% said it causes low performance, 18% said it causes lack of fees making them not to go to school, 17% said it causes absenteeism and low attendance in class and 16% causes death and only 3% said it causes lack of concentration in class. The third objective was to establish how cattle rustling influences student class attendance in public secondary schools. The findings indicate that 58% of the respondents felt that the reason for low attendance was due to insecurity caused by cattle rustling, while 19% was due to the distance to school, 10% was due to parent's negligence, 8% thought it was due to sickness while 1% felt it was insufficient funds, inadequate learning facilities in schools and lack of school fees. The fourth objective was to establish influence of cattle rustling on syllabus coverage. The findings indicate that 38% of the respondents felt that cattle rustling caused delays in opening of schools hence poor syllabus coverage, 30% felt that it caused absenteeism of teachers and students hence lack of proper syllabus coverage, 14% felt that it caused lack of school fees making most of the student to drop out of school, 12% felt that it caused insecurity hence causing destruction of infrastructure and reading materials in school causing lack of proper syllabus coverage and only 6% felt that the disturbance from the community camping in classrooms due to cattle rustling paralyzes learning causing the delay in

covering syllabus. The study recommends the government, through local leaders as well as senior education and security stakeholders to hold reconciliatory meetings between the communities involved in cattle rustling so as to promote peace in the area. This should mainly be targeted towards Samburu, Pokot and Somali tribes which come from the environs around Samburu East Districts. Efforts should be put in sensitizing these communities on maintaining peace in their pastoral activities. Alternative economic activities should also be introduced to supplement pastoralism and reduce pressure on pastoralism. Improving the security around schools would also safeguard learning infrastructure in the schools and reduce interruptions to learning processes. The security would allow the deployment of more teachers in the school and improve syllabus coverage. These would collectively improve the quality of education in public secondary schools in Samburu East District.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Issues of education access and participation have dominated world forum and conferences on education due to the fact that education is considered a basic human right. Education is considered as one of the most effective ways to reduce poverty, give people opportunity to improve their lives and raise their voice, improve their health, productivity and fosters participation in civil society. Whereas the need to provide education to all those eligible to get it remains a fundamental requirement to communities and governments, it is reported that 67 million children were out of school globally in 2009. In sub-Saharan Africa, the number of out-of-school children was about 30 million while Kenya had about 1.059 million children out of school (UIS Fact Sheet, 2011).

In developed countries, such as the United Kingdom, for instance, the government of her majesty required that the education providers should make accessibility to all areas paramount, where the pupils' views and the community's must be incorporated in the planning for education service provision (Migosi1, Migiro and Ogula, 2012). Whereas the need to provide education to all those eligible to get it remains a fundamental requirement to communities and governments, it is reported that today, over 125 million children are not in school across the world. (UNESCO, 2006).

The majority of children not in school are found in Asia and sub Saharan Africa. While the factors that keep these children out of school are formidable,

the international community has the power to fulfil the promise of the Millennium Development Goals (MDGs) and guarantee every child access and participation in education by 2015 (UNESCO, 2000, 2003). Psacharopoulos and Woodhall, (1985) re affirm that education broadens employment opportunities; increases income levels, improves child and maternal health and helps to slow down the spread of HIV/AIDS. The benefits of education extend beyond the family to the wider community and even the nation. Increasing the number of pupils' who finish school leads to economic growth, social and political stability, decline in the crime rate, and improved social services.

As long as there is any form of conflict, the quality of education faces serious impairment due to the adverse effects of conflict. Spillane (1972) thinks that conflicts are given of life, they are unavoidable, especially in a scholarly setting. It is therefore paramount for any administration to recognize and resolve the conflicts as soon as possible. Mulkeen (2007) defines educational conflict as any action which is incompatible with educational goals or targets; or any action which obstructs, prevents, injures, interferes with or in any way makes it less likely to achieve educational goals.

Where conflicts is in form of attacks, the attacks lead to deaths of teachers and students, destruction of infrastructure, and lead to severe psychological trauma to those exposed to them (O' Malley, 2010). When repetitious threat attacks occur, children are afraid to go to school, parents become scared of sending their children to school and teachers become afraid to go to work. Schools will be closed in the process of avoiding subsequent attacks and it will be difficult to replace teachers in the targeted areas. These effects lead to long term

consequences on the type and quality of education available to children in areas of violence.

From all tradition and anecdotal evidence the Pokot, Turkana, Samburu, Tagen, Keiyo and the Marakwet communities used to raid each other. Most of the communities that practice pastoralist or livestock rearing experience some form of cattle rustling. This is done as a means to prove manhood for initiates, raise dowry and to restock depleted herds after a dry spell or outbreak of livestock herds after a dry spell or outbreak of livestock diseases (National Council Churches of Kenya Memorandum, 2009)

Samburu East District border Isiolo District where residents are Somali and Borana who fight with Samburu over cattle, water and green pastures. Cattle rustling is rampant among these warring communities which affects education of children in all schools in general and the public secondary schools in that region are prone of cattle rustling. Uaso Boys Secondary School, for instance, gets closed from time to time due to cattle rustling and students follow their parents to migrate for their safety. Similarly parents lose all their livestock through cattle rustling which will cause risk to education of their children by not able to pay school fees (Quality Assurance Assessment Report, 2011). The school dropout is high as some students register for KCSE and leave the school for some time due to conflicts only to appear for KCSE exams only. This has contributed negatively to KCSE performance of the secondary schools in Samburu East District.

Cattle rustling is purely to enable young men who are ready for marriage raise enough cattle to offset the bride price running to over fifty cattle and up to

hundred in some instances. It is undisputable fact that the bride price has been rising with time while that of the cattle has not been commensurate that is the source of the clash (Chemjor, 2012).

The pastoralists in Samburu East District are mainly transhumant human's pastoralists and they exemplify communities in Arid and Semi Arid Lands that are dependants on livestock for their livelihood. Traditionally they move seasonally from their home base and drive their herds to places with pastures and water and come back to their homestead in other seasons when pasture improves. All the livestock kept by the Samburu East pastoralists, cattle are regarded highly. Because of the importance attached to the cattle, there is a tendency to accumulate them even under unfavorable environmental conditions often exerting a lot of pressure on the meager in the district for the available range resources, necessitating frequent livestock movement within the range in search of pasture and water (Raikes, 1981). The occurrence of frequent draughts in Arid and Semi Arid Lands, perhaps a manifestation of a climate change, contributes to a range resources shortage, leading to the intense competition for the pasture and water. Thus mobility remains the key pastoral risk management strategy during time of pasture and water shortage. (Little, 2001) points out that pastoralist who migrate with their herds during calamities have considerably fewer livestock losses than those who do not. However this mobility in itself causes conflicts among the pastoralists due to competition for scarce water, pasture and thus will hinder good academic performance in public Secondary Schools in the district.

Pasture and water conflicts have long been part of the social-cultural pattern of the pastoral communities in Kenya. The communal land ownership tenure

system mostly evident in pastoralist's areas provides everyone equal rights of exploiting the resources. The land is traditional tribal grazing areas, such that migration in search of pasture and water by one tribe into areas that belong to other community often courses conflicts between pastoralists.

Overtime, however, pasture and water around the settled areas is steadily decreasing; leading to emaciation and loss of livestock. Traditionally; whenever scarcity of pasture and water or diseases depleted a community livestock, it's often sought to replenish number through rustling (Mkutu, 2000).

Thus, besides lack of pasture and water, pastoralists' migration could also be influenced by the perceived threats of cattle rustling and the insecurity generated by it (Doss, 2008). There is great influence and migration of the pastoralists on the educational performance. This study therefore investigated into effects of livestock raiding and migration of the pastoral communities on academic performance in Samburu East District.

The district is characterized by bare ground and loose sand, loam soil with occasional stone on the surface. Much of the vegetation in the area is acacia woodland dominated by *Acratortilis*, *Acacia reficiens* and *BosciaCorriacea*. Other major plants species include *Balantaea Gyptiaca* and *Salvadora Persica*. The district is inhabited by the Samburu, Turkana, Borana and Rendille whose major occupation is livestock keeping as their way of living and economic upkeep. As pastoralist mobility remains the key pastoral risk management strategy during time of pasture and water shortage. This mobility in itself causes conflicts among the pastoralists due to competition for scarce, pasture

and water. Hence education is compromised which resulted to poor performance during the Kenya National Examination with reference to Uaso Boys Secondary School.

1.2 Statement of the Problem.

Education is universally recognized as one of the basic human necessities and rights and an empowering factor. This importance of education makes it a key area of public policy in all countries. The Kenya Government puts a lot of emphasis on basic education with one of its objectives being to ensure universal access to quality and relevant primary education. Unfortunately, major disparities exist in Kenya in school enrolment levels. For example, while access to basic formal education approached 100% way back by 1990 in many of the settled areas, access in some nomadic pastoralists areas was still low, like 30% in Samburu County. Currently, 33 years later, the enrolment is still low at less than 50%. This scenario affects the pastoralists' academic lives and their quality of life. This makes them continue to lag behind in all aspects of development. This too affects Kenya's realization of education to all (Lanyasunya, 2012).

The government of Kenya has put effort in curbing cattle rustling by providing Kenya Police Reservists (KPR) in the regions of cattle rustling conflicts. Peace caravans have also been organized by government and non-governmental bodies in the regions to run peace campaigns and quell violence related issues. There are still instances of cattle rustling despite these efforts.

The quality of education in a school is affected by both internal and external conflicts. Cattle rustling is the biggest threat to security in this region. This has

socio economic effects to the community, which directly and indirectly affects the education sector in this region. However, the measures of the effects of cattle rustling in Samburu East District are not known.

Unfriendly environment like areas prone to cattle rustling has attributed to fear laity and lack of commitments among teachers and students leading to forgotten responsibilities. All these will have negative impacts towards performance of any kind. Oketch and Asichi (1992) concur with the same by stating that any involvement can only succeed if the teacher, parents and political leaders are totally committed.

It is in the light of the above background that this study tried to seek answers to the influence of cattle rustling on the quality of education in samburu east district – Samburu county.

1.3 Purpose of the Study.

The purpose of this study was to investigate the influence of cattle rustling on quality of education in secondary schools in Samburu East District, Samburu County.

1.4 Objectives of the Study.

In achieving the purpose of this study, the following objectives were persued:

- i. To determine how cattle rustling affect academic performance in public secondary schools in Samburu East District, Samburu County, Kenya.
- ii. To examine the influence of cattle rustling on syllabus coverage in secondary schools in Samburu East District, Samburu County, Kenya.

- iii. To establish how cattle rustling has influenced student retention rates in public secondary schools in Samburu East District Samburu County, Kenya.
- iv. To establish how cattle rustling influences student class attendance in public secondary schools in Samburu East District Samburu County, Kenya.

1.5 Research Questions.

The following research questions provided direction for the study.

- i. What is the impact of cattle rustling on academic performance in public secondary schools in Samburu East District?
- ii. What is the influence of cattle rustling on the syllabus coverage in public secondary schools in Samburu East District?
- iii. What is the impact of cattle rustling on student retention rates in public secondary schools in Samburu East District?
- iv. How does cattle rustling influences student class attendance in public secondary schools in Samburu East District?

1.6 Significance of the Study

With the existing limited literature on quality education in ASAL areas, this study can be useful in adding knowledge to the existing literature. The findings of this study can be the first of its kind in Samburu East District, and can be used as a guide for similar studies in other ASAL areas.

This study can also be a voice to the education practitioners in Samburu East District, who are facing challenges but their efforts to seek aid from education

practitioners have not borne fruits. Any requests that they might have tried to get across in the past can now be backed with an academic paper, which will be published in various places.

The policy makers and education stakeholders will find this study useful as it will act as an evaluation of the state of the quality of education before this paper was done. This can be a pointer in examining if amendments made will yield fruits improving quality of education in public secondary schools in Samburu East District or not. It can also act as a pointer education stakeholders in what direction their policies should be directed towards in order to improve the quality of education.

1.7 Delimitations of the Study.

The scope is limited to influence of cattle rustling on quality of secondary school education in Samburu East District; hence the findings are not generalized to other districts in the region as such.

The study only covers public secondary schools in Samburu East District, which are Uaso Boys Secondary School, Wamba Boys High School and Wamba Girls High School.

1.8 Limitation of the Study

Financial constraints were another problem as the researcher could not hire assistants to assist in the study and come up with good responses. These led to the use of drop and pick later method, and made the researcher have little control over completeness in responses.

Time constraints to the study were the main challenge and hence the researcher was not able to interview all the intended respondents in the schools. This was due to the long distance between the data collection sites and insecurity in some places. This was dealt with by including exhaustive questions in the tools of data collection, in order to collect as much information as would be required.

Due to the short time constraints, the researcher could not carry out a pilot study as earlier intended, to help in examining and refining the tools of data collection. This posed a great challenge in validity and reliability of the data. To overcome this, same questions were posed to different cohorts of the study. This allowed the check for consistency in the responses. Responses from qualified interview contenders were given more weight in considering the responses as other information were used to consider the reliability.

Samburu East District has a rocky terrain. Being in an ASAL region, high temperatures made travelling across the district difficult, especially when the sun is up. This made the researcher start his activities before early in the morning, before the sun is up in order to finish early. It is also inhabited by wild animals such as elephants which at times rest in the middle of roads, discontinuing journeys.

Insecurity in the area was also a hindrance factor to data collection in this study. The methodology employed exposed the researcher at risk of encountering hostile cattle rustlers in the course of the study. There are bandits in the region who attack cars and travelers in pursuit of any valuable possessions. Their hostility stood as a risk to the study. At one point a

volunteer assistant was attacked by the bandits and lost his life. The risk was reduced by seeking police escort once in a while visiting some of the hostile areas.

Some of the respondents were not willing to share some information; teachers, for instance, were not willing to allow the researcher to see students' progress reports and class attendance lists.

There are private schools in the district, but they were not included in the study. This is because the private schools have different characteristics which result to difference quality of education received.

1.9 Basic Assumptions

The basic assumptions made in this study were:-

- ii) The respondents gave truthful and sincere information during the interview
- ii) There was enough professionally qualified teaching staff.

Cattle's rustling is real.

1.10 Definitions of Significant Terms.

Cattle rustling refers to forceful acquisitions of livestock (mainly cattle).

Development refers to the process of positive advancement where human person becomes more adaptive to their surrounding by making the environments less hostile and friendlier for the survival of the human person.

Education refers to an organized and sustained instructions meant to transmit a variety of knowledge, skills understanding and attitudes necessary for daily activities in life (Sifunaand Otiende, 1977).

Livestock refers to Domestic farm animals.

Migration refers to the movement of people together with their animals from one place to another due to insecurity, and in search of good pasture and water.

Performance refers to completions of works and acts; hence it means a completion of a learning experience.

Secondary refers to the educational institution that immediately precedes the primary education level in the 8-4-4 education system. It takes four years.

1.11 Organization of the Study

The study is divided into five chapters. Chapter one introduces the study by giving its background, the objective and the significance of the study. Chapter two relates to some of the researches that have been carried out in the past on effects of cattle rustling on educational performance. Chapter three discusses the sample and the methodology procedures which was used in the study, while chapter four deals with the description and discussion of the study findings. Chapter five provides the summary, conclusion and the recommendations of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter looks at previous studies done by researchers that are related to our topic of study. It starts by discussing various theories of formal education in general and in a nomadic pastoralists' context. It then takes a look at various studies in other areas in relation to the topic of study. This is followed by the conceptual framework, which precedes a summary to this chapter.

2.2 Overview of Cattle Rustling

Cattle rustling are an old practice among the cattle rearing communities in Kenya. However, in post-modern Kenya, cattle rustling has transformed from being a customary means of livestock restocking where traditional weapons such as bows and arrows and spears were used to a commercial practice where sophisticated weaponry is used.

In Australia, such stealing is often referred to as Duffing, and the perpetrator as a Duffer. In North America, especially in Cowboy culture, cattle, cattle theft is duped rustling and an individual who engages in it is a rustler. In the American Old West rustling was considered a serious offence and it did frequently result in Lynching by Vigilantes.

Conflict over alleged rustling was a major issue in the Johnson county War in the U.S state of Wyoming. (Johann, 1802 – 1858). The transition from open range to fenced grazing gradually reduced the practice of rustling in North

America. In the 20th Century, so called “suburban rustling” become more common, with rustlers anesthetizing cattle and taking them directly to auction. It often takes place at night, posing problems for law enforcement because on very large ranches it can take several days for loss of cattle to be noticed and reported. Conviction is rare to nonexistent. (Angel Della Valle, 1892)

So far it is an area that had provoked quite a number of researchers for the simple reason that, security and education forms an integral part of an individual’s life and a National base form an individual’s life and a and a nations base for development. Kenya and many other countries have used national examinations at various levels to assess the achievements of their educational goals. Individuals undertaking education have been either promoted to higher levels or disqualified at a certain stages be use of these examinations. Thus it is for his reason that schools usually face challenges from educationist, parents as well as politicians on either performance as far as examinations are concerned.

These have been the main driving forces behind several researchers to identify factors that affect students’ academic achievements since there were variations in which some schools in secure areas realize good performance while others in livestock raiding areas become victims of performance.

Modernity has brought with it a more deadly form of cattle-rustling, and has raised concern because of its sophistication. Raids are well planned and executed with military precision characterized by the use of modern and destructive weapons. Cattle raiders are known to use small arms and light weapons such as Mark4, German Riffle 3,Alexander Klashikov47, grenades

and mortars. This has virtually transformed cattle rustling from a traditional practice to a highly organized crime. The primary element in these raids is that the cattle stolen are taken to urban centre where they are slaughtered and sold as beef. Only in rare cases the cattle are used to restock a community whose resources got depleted. This new development has made cattle rustling a very profitable business, leading to its commercialization. (Karanja, 2003).

Incidents of police dying at the hands of bandits during security operations are not new in Samburu, where the proliferation of small arms and light weapons has been going on unabated. The raiders have been acquiring the firearms to protect themselves and their livestock. The communities that inhabit the county include Samburus who are the majority, Turkana as well as Pokots. The Pokots usually migrate to Samburu with their livestock from East Pokot District of Baringo County.

According to Hendrickson, Armon and Mearns (1996) article on livestock raiding among the pastoral communities of Kenya. The article argues that the long-persisting and erroneous conception of famine among the pastoral communities in Kenya as an essentially drought-driven-event has given way to growing recognition today of the key role which livestock raiding plays in the breakdown of coping strategies. However, this article argues that the phenomenon of cattle raids *per se* is not the problem. Rather it is the fashion in which raiding has been transformed over the years; from a cultural practice with important livelihood enhancing functions, into more predatory forms driven by an economic logic and modern forms of violence, which attributed to low performance in schools, school drop outs, causing death, deserting the

school premises, frequent transfers of teachers and incompetent school administrators.

2.3 Theories of Formal Schooling in the Pastoralist Context

The provision of formal education can be presented as antagonistic to nomadic society and traditions when viewed from the perspective of EFA, as Krätli and others contend. As a mechanism of cultural transmission, a 'good education' should promote the efficient adaptation of a society to its particular environment (Kratli, 2000). Therefore, the informal and non-formal educational processes, already extant in nomad society, will be those that promote their own cultural forms and modes of subsistence, with advantages adapted to their specific environments. However, formal education promotes a world view and a human environment derived essentially from the western historical context where it originally developed. It is therefore more relevant to western culture and socio-economic realities, where nomadism never formed a part of the socio-economic or cultural dynamic, is an anathema and can therefore be represented as at a lower level in the evolutionary scale of human development. The structures of formal (western) education can therefore be argued to threaten the integrity of pastoral society and its specific needs, a process which can happen in three ways:

First, by focusing almost exclusively on individual children, formal schooling detaches a child from the livelihood and welfare of its household, which conflicts with the structural organization of pastoral economies (and many other traditional societies) in which the basic unit is the household, not the individual. Parents may not consent to their children attending school as it is not in the best interest of the household as a whole. Representing such an action as the contravention of a

fundamental individual right may, therefore, not only be inappropriate, but legitimate state interventions well beyond the scope of education, while simultaneously circumventing valid issues of accountability and the quality and availability of educational provision. Krätli (2000) draws attention to the contentious issue of child labour in this respect, pointing out that although generally viewed in negative terms (particularly in the west), traditional families and children themselves may regard household work in a far more constructive light as being educationally beneficial.

The imposition of formal western-style schooling in traditional societies, such as that of nomadic pastoralists, is far from being as straight forward or as beneficial as some would like to maintain. Certainly it is true that the nomadic peoples, who are the subject of this review, may have good reason to be cautious of the potentially negative aspects consequent on consigning their children to the kinds of formal schooling initiatives that have prevailed until recently and in many cases are still the only options presented for them. At the very least they are parting with a key household labour resource – personnel who share herding responsibilities and other household tasks – for an uncertain profit, with the added risk that the process may even ‘deculturate’ the children and dispossess them of important traditional skills and knowledge.

Second, the emphasis on the universal value of primary schooling means that it may be difficult to recognize the ideological dimension of educational practices on the ground (Bray, 1986). Although equity in the state’s provision of services to its citizens is obviously an important goal in principle, the flags of equity and children’s right to education may veil, more or less, deliberate practices of cultural assimilation of minority groups into the dominant society. This process

has a long and rarely honourable history, for education has long been recognized as a key instrument for social change and control, and particularly for reshaping minority or subjugated peoples into a form more acceptable to the ruling members or majority. The mind of the twentieth century western rationalist has followed on from that of the earlier missionary in being appalled at the 'ignorance' of tribal peoples and their obstinate adherence to traditional belief systems and practices.

Third, the satisfaction of basic learning needs is thought to bring out, as a consequence, the empowerment of individuals. In principle, this seems particularly appropriate for nomads, given that, in most cases, they are minorities suffering problems of under-representation, social, economic and geographic marginalization as well as incorporation by hegemonic groups. However, in practice the notion of empowerment is often presented as an automatic result of the elimination of disempowering illiteracy!

For those pastoralists who take up schooling, they may do so either for the personal advantage of acquiring new skills, income, or other benefits that may advantage their household, or because pastoralism is no longer considered to be economically, or perhaps even socially and culturally, sustainable. Parents under these circumstances might decide to have one child – often their eldest son – educated, with his eventual wages being expected to provide a valuable and probably more reliable supplementary income for the household economy as a whole.

He further remarks that strategies to make education more superficially relevant to their interests by, for example, introducing stock-raising knowledge into the

formal education curriculum in order to make it relevant to livestock keeping, are unlikely to impress, for “from their point of view, they turn to schooling because they have lost trust in pastoralism as a viable option for their children” (Krätli, 2000).

2.4 Intrinsic Factors and Quality of Education

Intrinsic factors are the conditions within the education system that are primarily responsible for its proper functioning and, therefore, good quality. This may also affect the quality of education in the short-run. These include quality and motivation of teachers, school facilities, scholastic materials and school management. A number of studies undertaken on education in Uganda tried to show a link between intrinsic factors and quality of education. Intrinsic factors have been indicated in the literature to influence the quality of education.

According to Kakande and Nalwadda (1993), the above is compounded by poor motivation of teachers. The study noted that teachers, like other civil servants are poorly remunerated, to the extent that they are forced to teach in more schools, coach pupils after school hours, farm, run retail shops and become proprietors of pre-school institutions. It noted that this has resulted into widespread absenteeism and watering down of the quality of education since the teacher's time for preparation, teaching and assessment are considerably reduced in order to attend to personal business to supplement official wages. In addition, school facilities also affected the quality of education. Kakande and Nalwadda, (1993) noted that facilities such as classrooms and furniture were grossly inadequate and consequently affected the quality of education.

2.5 Extrinsic Factors and Quality of Education

Extrinsic factors are circumstances prevailing outside the education system that may influence its functioning. The circumstances prevailing outside the education system affect the quality of education through intrinsic factors. These include peace, war, poverty, poor economic base and poor policies, among others. A Situation Analysis of Children and Women in Uganda (UNICEF, 1989), for instance, noted that poor performance in education was due to a poor economic base that does not adequately support the education system. This view was shared by Kakande and Nalwadda, (1993), who noted that the high incidence of poverty, especially in Northern Uganda, was partly responsible for poor quality of education because of the inability of the parents to provide scholastic materials for their children.

2.6 Quality of education in emergency situations

In Jomtien and again in Dakar, the world committed to improving the quality of education so that every child could acquire literacy, numeracy and other essential life skills. Yet the global education targets set by the U.N. MDGs have focused the majority of attention and investment on making sure that more children could access education. While dramatic increases have been made in the number of children and youth going to school worldwide, it is clear that too few of these students are learning. In Zambia and Malawi fewer than one in four grade six students have basic literacy skills, while in Pakistan more than two-thirds of grade three students could not form a sentence in Urdu (Nkamba and Kanyika 1998; Ellis 2003; Das et al. 2006). Furthermore, recent data from several sub-Saharan African countries show high illiteracy rates even among young adults

who have completed a primary cycle. In the worldwide push to get every child into school, far less attention has been paid to the quality of that education, something recent EFA-GMR reports have highlighted.

Children in countries affected by or emerging from conflict require learning opportunities and psychosocial support that a quality education can provide. Children do not enter the classroom equal, and emergencies such as conflicts and disasters create inequalities that must be considered when developing policies to improve education quality. In these contexts, access to quality education can help bridge the gap from surviving to thriving. Research has shown that the mere perception of “learning well” by children attending primary school in these most difficult contexts has given them hope for the future and a sense of self-confidence (Winthrop, 2009a). Quality education must be relevant, accessible, and comprehensive, extending beyond focusing on the cognitive development of its learners to include the creative and emotional growth of learners toward responsible citizenship. Emergencies, especially post-conflict recovery situations, have the potential to provide a window of opportunity to improve the overall quality of education. Post-conflict curriculum reform can be a means of changing content that may have contributed to the conflict and education systems are more open to reforms that could greatly increase levels of learning attainments. Education policy can also “leapfrog” into the 21st century, with the inclusion of a focus on providing necessary skills to rebuild communities, including conflict-mitigation and peacebuilding skills, HIV/AIDS prevention and landmine awareness.

2.7 Relationship between Curriculum Supervision and Quality Education

Students in secondary schools and the livestock raiding areas are at critical situation and age which requires close monitoring and guidance in order to be fruitful. Besides, majority of these students can easily be influenced by their age mates who are out there with firearms ready or raids; hence students in these areas can easily be overcome by peer pressure and can be emotional and rebellious if not given proper and immediate guidance to keep them on the right track both in education and moral. Sigmund (2000) refers to this critical stage of development as adolescence, which youth go through and there is need for parents, teachers and learners to understand and help them.

Eshiwani (1983) in the study carried out in western province reported that students who are not supervised and lack direction from both parents and teachers realizing poor terminal turn over. From his findings it's true that most schools in the livestock raiding areas are always deserted and lack teachers and parental guidance, from his finding over 60% of the schools in Samburu East District had no formal preps or homework, or assignments and in some schools where preps is, it is unsupervised by teachers resulting in students doing their own work i.e. imitating on how to use firearms how to take off and attack. Such a work by these students is not academic hence many drop out of school and join other members of the community in raiding activities.

Apart from supervising students, teachers too in these cattle raiding areas require some degree of supervision to ensure that learning is conducted effectively. Ongunyi (1986) says that one of the most important aspects of evaluation is supervision. He advise that supervision or inspection as an external sensory was to be principally concerned with helping teachers to

achieve the best possible outcomes of instruction by means of guidance programmes or workshop, ensuring the adequacy of personnel, learning materials and also rewarding good performance of teachers.

Onguti (1957) carried out a case study on the poor performance of Harambee Secondary school in Lwandeti sub-location of Kakamega District. Harambee secondary school was selected for the study. The research put more emphasis on top of students' population. Interview was schedule for the head teachers and other members of staff. The factor contributing to poor performance in education was identified on the basis of the opinion of the head teacher and six other teachers.

The researcher made the following findings, lack of essentials school facilities such as library, laboratory and classroom e.g. poor quality of teachers, lack of proper supervision by the administrators, lack of commitment by the community, students and politicians, involvement of students on there activities which are academic, poverty among parents, poor teachers attitudes, lack of regular study habits, high dropouts rate of potential high achievers and final admission of weak students academically to replace the dropouts.

Onguti (1987) recommended that there was need for the ministry to setup inspections and in services courses to update teachers continuously, regular supervision by the head teachers as well as departmental heads. This will in turn generate quality teaching. A supervisor analyses the learning environment in order to identify factors that could destabilize the teaching learning process hence makes regular recommendations. She/he should be seen as a friend and advisor, but an intimidator to the learners or a judge to the teacher.

Mungai (1987) in his research in Kiambu District observes poor administration in form of frequent transfer of head teachers which discourage and destroy their moral. He also sets it in terms of their time, evidence with a high rate of absenteeism. Therefore lack of commitment to their administration to their administrative duties affects the smooth running of the school, a practice that's common in areas prone to cattle rustling/raids.

Mackay report and Ilo report of (1971) are in agreement that 14 national aims of education is to promote national unity, national development and to prepare leading roles in life of the nation. Thus, the school has a responsibility to plan, supervise, direct, control and makes decisions on the youth. But if the schools are not well managed due to insecurity, this will remain an elaborate hypothesis.

Nalyanya (1998) studying the finding of the World Bank policy study on education in sub-Sahara Africa observes that management is a crucial component of effective teaching and learning. She goes further to say those different leadership styles realize different results.

Olembos and Karugu (1992:44) confirm that lack of sufficient numbers of inspectorial personnel was in part responsible for the poor performance in national examination. worse still, the few inspectors in the field in Wamba division have been removed from the classroom and bestowed with the positions they hold now without necessary training hence they are made handicapped due to lack of qualities of an inspector/inception, they harass teachers thus demoralizing a few that they are.

Olembo (1992:143) assert that most inspectors of the schools have never received any pre-service training as inspector or supervisors.

Hostility of the environment in this raids prone area has left teachers to use their old methods of handling students or disciplining students i.e. through corporal punishment, giving pupils duties they cannot manage due to age or difficulty in the form of punishment given. This is so because there is no supervision in the area to guide the students on the current ways of changing schools into child friendly schools as a result of lack of knowledge, the teachers – pupil relationship is poor which hinders the student and the teacher output. Harsh treatment from the teachers cause stress in students and likewise students tends to hate the subject as well as the teacher concern. They can use their brothers who are in possession of firearms to threaten and intermedate the teacher, hence this situation hinders the student and the teacher output.

Harsh treatment from the teachers cause stress in students and likewise student tends to hate the subject as well as the teacher concern. They can use their brothers who are in possession of firearms to threaten and intermedate the teacher hence this situation hinders the roper acquisition of knowledge and determination in academic performance. As Mbiti (1974:8) states that punishment scolding or threat are methods that place a barrier between teacher and pupils. They breed fear and hatred rather than respect and cause the pupils to feel more rejected and misunderstood.

Mobile schools which are common in the area due to insecurity propagated for lecture method of teaching due to lack of permanent structures. This method lead to passive method of learning as students do not have the chance for them

to interact among themselves, their environment and critically examine concept through discussion. This eventually forces the students to switch off and remain unmotivated during the lesson Selber and Wilder (1973:105) confirms this by acknowledging that the lecture method is characterized by higher degree of passivity and a low degree of inter-student communication.

2.8 Quality of Teaching and Learning.

Teachers are integral body in the implementation of the curriculum and consequently in the achievement of educational goals. Studies have shown that trained teachers that are also highly motivated reflect high achievement of educational goals; on the other hand, Dorado (1997) observed that incompetence and low motivation of teachers lead to poor performance in primary and secondary education. He says that the deficiency of learning method and curriculum are closely related to the inadequate competence and motivation of most teachers who are usually unpaid and without incentives or opportunity to learn more themselves than they look at their states. He further claims that the situation is hardly better for the administrators.

The Beecher (1949) report concur with Dorado and point out that the teachers who are supposed to train the youth, sometimes they are not trained themselves. According to the report poor education performance is closely related to back of trained staff and worse when these untrained personnel is also given students who performed poorly in KCSE examinations in Samburu East District with frequent raids.

Studies by the researchers like Avalos and Haddad (1979) and Fuler (1987) in developing countries indicate a positive relationship between the numbers of

years of formal education received by the teachers and the achievement of their students.

Simon and Alexander (1957), equally observed the teachers with longer years of teaching experience have greater impact on the students performance than those with shorter teaching experience in primary and junior school. Thiasandcornoy (1987) was a better predictor of children educational performance in primary education than formal qualification.

On the teacher factor as pointed out by Bongoko (1992), comes out with another outlook as he reacts to the distribution of trained teachers. He suggested that there should be a fair distribution of trained teachers as a precaution to curb disparities in both primary and secondary performance in national examination. He also attributes poor performance or poor low achievement to lack of ethics and commitments in teachers, as some display impersonal characteristics in the profession. They even absent themselves from school to go their businesses during school hours.

On the other hand a day school where students go home after school to an environment that was none of the fore-mentioned facilities performance was seen to be low. Black (1993) asserts that textbooks, libraries, laboratories and workshops available in a school are essential towards academic achievement desired.

In his book “ Alternative strategies for education” Bishop (2004) also observed that “outstripping of the available resources of personnel and physical facilities has often been an inevitable fall in the quality of education hence desired output is downplayed...” this has great impact on students where there is over

– enrolment without increase on the facilities or resources that implies a strain on the teachers and scramble for physical facilities and hence may not yield very good educational performance.

Ongulla (1996) in his research report established that established that educational research conducted mainly in developed countries showed that there was a relationship between characteristics of teachers and students achievements. This is supported by Brophy (1996) who argued that teachers could influence the student academic performance through proper delivery of instructions established on the atmosphere that is conducive to effective learning and providing students with regular feedbacks. Some of the teacher's characteristics identified that leads to quality teaching and highly educational achievements are and not limited to: teaching strategies and preparation of lessons, teacher's assessment ability, teacher's enthusiasm, degree of teacher's task or achievement oriented or business like, teachers training, professional commitments, teachers experience.

According to the survey carried out by the Education Commission (1961) on physical condition of school in developing countries a boarding school with facilities like electricity, study room, laboratory and library opportunities for extra – curricular activities and clubs do offer an atmosphere for high academic achievement unlike schools in the livestock raiding prone areas.

On the other hand a day school where students go home after school to an environment that was none of the fore-mentioned facilities performance was seen to be low. Black (1993) asserts that textbooks, libraries, laboratories and

workshops available in a school are essential towards academic achievement desired.

According to Behman, Birds and Ongulla (1986) all carried out studies in Latin America in the 1970s and showed that the social rate of returns in increased school quality (of teaching facilities, curriculum) was much greater than the social rate of return to increase school quality. In his view Godia (1988) observes that a Childs desire to emulate those personalities in the society who have succeeded, as a result of their academic achievement was strong driving force behind the child's own success in education. He goes further to justify that children illiterate parents who may not value education discourage their children in pursuing the same by involving them in house hold duties and other out o school activities like cattle rustling.

Muola (1990) on the research on the effective of academic achievement, motivation and home environment academic performance concur with Godiaabove. He asserts that students performance in education highly depend on the fore – mentioned factor among others for instance a close relationship between a father occupation and students' performance in English was observed. It is also Todaro (1985) view in his "Economic development for the third world" that when the parents are highly educate their is a high demand for education for their children more especially a mother with high education is a motivation for their family education as well.

Violence in the cattle raiding areas has also compromise the teacher's attitude towards working, diminishing their performance which is being reflected by the poor performance of the learners in this school in national examinations.

On the same note some teachers and students lost their lives due to these frequent attacks. This has installed fear for both teachers and students which have entirely affected their performance. Since then the efficiency of work is a combination of both skills and positive attitudes these teachers and learners simply waste time not by their own making but of the social-cultural practices of the surrounding communities. As Mbiti (1974:6) asserts “....Employees must possess the right attitude to the job if they are going to perform it efficiently. Paper qualification without proper work cannot yield much of anything.”

2.9 Summary of Literature Review

The foregoing researches are inclined to say that educational performance whether good or poor depend on several factors as observed by a number of researchers, this include and not limited to lack of essential school facilities such as library, laboratory, classroom, poor quality of teachers, lack of proper supervision by the administrators, lack of commitment by the community, students and politicians, involvement of students on other activities which are not academic, poverty among parents, poor teachers attitudes, interruption by the insecurity, lack of regular study habits, high dropout rate of potential high achievers and finally admission of weak students academically in secondary school especially in cattle rustling areas.

However, different factors are identified in different localities. In Samburu East area insecurity, an extrinsic factor to quality education is becoming a stumbling block towards education achievement. However, there are limited studies and measurements of this. This is what this study intended to achieve.

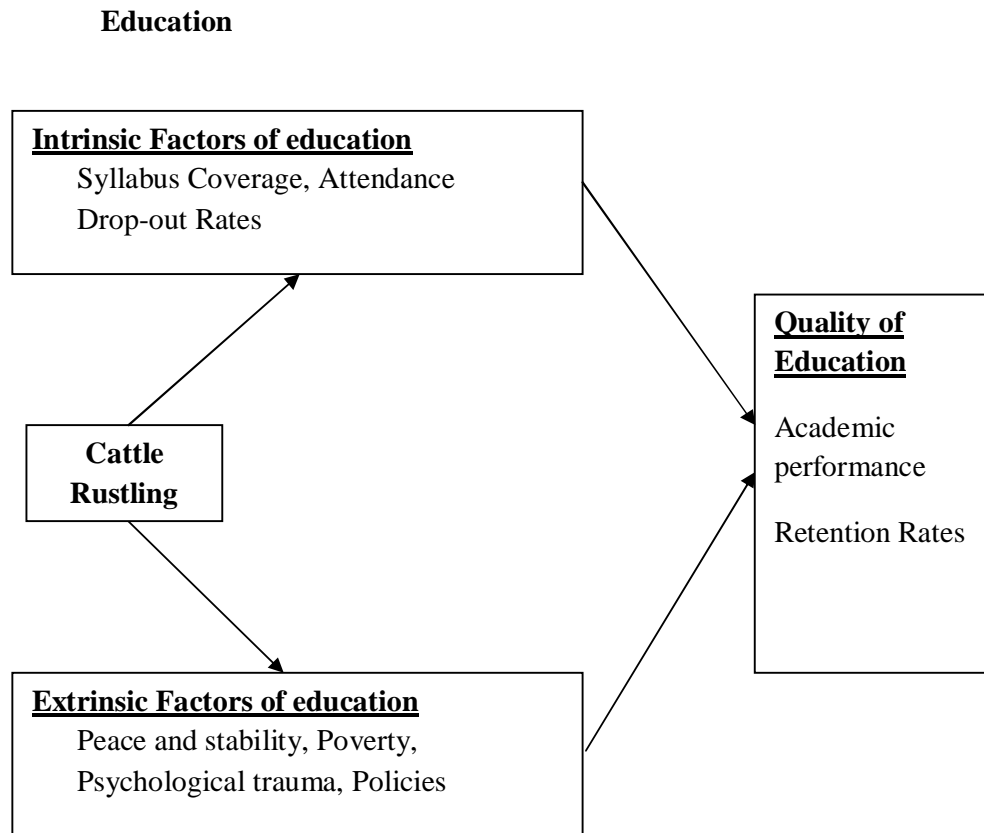
2.10 Theoretical Framework

The study employed the system theory. Schools are social systems in which two or more persons work together in a coordinated manner to attain common goals (Norlin, 2009). This definition is useful, for it specifies several important features of schools: (1) they consist, ultimately, of people; (2) they are goal-directed in nature; (3) they attain their goals through some form of coordinated effort; and (4) they interact with their external environment. The definition, however, does not elaborate on one important feature of schools deserving special attention: All schools are open systems, although the degree of interaction with their environment may vary.

According to open-systems views, schools constantly interact with their environments. In fact, they need to structure themselves to deal with forces in the world around them (Scott, 2008). In contrast, a closed-system theory views schools as sufficiently independent to solve most of their problems through their internal forces, without taking into account forces in the external environment. Consider a school closing or realignment of school boundaries, for example. It affects the people in the school and those outside it — in both the community it's moving from and the one it's moving to. Systems theory works on the inside and outside of the organization, as a way of understanding and anticipating the consequences of any decision (Ahrweiler, 2011).

2.11 Conceptual Framework

Figure 1: Relationship between Cattle Rustling and Provision of Quality Education



The conceptual diagram shows the relationship between cattle rustling, the learning process and the quality of education. These variables are assumed to be related such that a change in input influences the learning process which eventually affects the quality of education.

Cattle rustling do not directly influence the quality of education among students. Instead, it negatively affects intrinsic factors of education which include syllabus coverage, class attendance which in turn affects the measures of quality education such as academic performance and retention rates. It also influences extrinsic factors such as poverty, peace stability and psychological issues among students and teachers leading to poor academic performance and low retention rates.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter is organized under the following subsections: Study area, research design, target population, sample size and sampling techniques, data collection procedures, instrument validity, instrument reliability and data analysis techniques.

3.2 Research Design

Research design is a logical and valuable way of looking at the world (Borg and Gall, 1996). A descriptive survey was adopted, that enabled investigation into the subject under study. Gay (1987) suggested that descriptive survey design is used on preliminary and exploratory studies to enable the researcher collect information, summarize, present and interpret for clarification purposes. The design aims to study existing relationships, prevailing practices, beliefs and attitudes held, processes and effects of developing trends.

This study aimed at collecting information from the teachers and students in public secondary schools in Samburu East district on the influence of cattle rustling on the quality of education in secondary schools. Only primary sources of data were used. Primary sources of data include questionnaires and interviews.

3.3 Target Population

This study was conducted in three public secondary schools namely; Uaso boys secondary school, Wamba Boys High School and Wamba Girls High School, Samburu east district – Samburu County, Kenya. The study targeted a population of 809 students, 46 teachers and 3 principals distributed as per the table below.

Table 1 : Summary of Secondary Schools’ Population Distribution.

School	Uaso	Boys	Wamba	Boys	Wamba	Girls	Total
	High School		High School		High School		
No. of Students	300		372		137		809
No. of Teachers	20		19		10		49
Total	320		391		147		858

(Source; District Education Office, 2013).

3.4 Sample size and sampling techniques

Sampling is the process of selecting individuals for a study to represent the whole population. According to Gay (1987) and Hilton (1995), a sample of 10% of the population is considered to be the minimum while 20% of the population is required for a smaller population. This study will therefore sample 20% of the teachers, 10% of the students and all school principals.

To achieve the objective of our study that targeted the influence of cattle rustling on provision of quality education, a representative sample of the respondents was needed. Using the above technique, the sample size was calculated as follows:

All the school Principals were sampled:

100% of 3 principals = 3 principals

20% of the teachers in the schools were sampled:

20% of 46 teachers = 10 teachers

10% of the students in the schools were sampled

10% of 809 students = 81 students

This gave a sum of 94 respondents, who were sampled to participate in the study.

3.5 Instruments for data collection

The instruments used in data collection in this study were questionnaires and interviews. Bryman (2008) noted that questionnaires enable the researcher to gather data from many respondents simultaneously thereby saving time and cost of data gathering. Questionnaires also gave respondents' freedom to express their views or opinions as well as making suggestions.

3.5.1 Instrument Validity

Orodho (2009) defines validity as the accuracy and meaningfulness of inferences which was based on the research results. In other words, validity on the research results obtained from the analysis of the data actually represents the phenomenon under study. Due to time constraints, the research instruments were not piloted on a sample to find out if everything works well and detect any potential misunderstanding or biasing effects of different questions.

However, the questions were posed across the cohorts and responses of more qualified respondents were used to determine the validity of the responses of the lesser qualified contenders. To improve the validity of the instruments, open ended questionnaires (Appendix V, appendix VI, appendix VII) were used in order to obtain personal responses from the respondents.

3.6 Instrument Reliability

Orodho (2009) defines reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trials. The stability of questions was assessed in terms of test-retest reliability. Due to time constraints, the questionnaires were not administered twice to the same group of respondents. However, the questions were posed across the cohorts and responses of more qualified respondents were used to determine the reliability of the responses. Questions used in the questionnaires were open ended to influence personalized responses from the contenders. These were then monitored for consistency across the responses and ascertain reliability of the questions.

$$r = \frac{N\Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{[N\Sigma(x)^2 - (\Sigma x)^2][N\Sigma(y)^2 - (\Sigma y)^2]}}$$

Where:

- N = number of pairs of scores
- ΣXY = sum of the products of paired scores
- ΣX = sum of X scores
- ΣY = sum of Y scores
- ΣX^2 = sum of squared X scores

$\sum Y^2$ = sum of squared Y scores

The results showed that the correlation coefficient was 0.8543 which was close to 1 making the instrument reliable

3.7 Data Collection Procedure

Primary data was collected after permission was sought from the District Commissioner and District Education Officer, Samburu East District. The primary sources used were questionnaires and interviews. The questionnaires included principal's questionnaire, student's questionnaire and teachers questionnaires. The questionnaires were administered by drop and pick later method from the respondents where collection of the questionnaires was done a week after dropping.

3.8 Data analysis techniques

After the completion of data collection exercise, all the questionnaires were adequately checked for completeness. This was to ensure that the output is free from outliers and the effect of missing responses is at minimum. The information was coded and entered into a spreadsheet and analyzed using statistical package for social sciences. Representative statistics as used to analyze quantitative statistics include frequency tallies and their corresponding percentage scores. The findings were presented by using frequency tables. Qualitative data was analyzed using content analysis. Various responses were coded and classified. Main responses were used to form various themes the results of the data analysis were presented using frequency tables.

CHAPTER FOUR

DATA ANALYSIS PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter deals in detail with the procedures followed in data analysis, data presentation, and results. Both quantities and qualitative data were collected by use of a questionnaire. The number of respondents who participated in this survey and completely filled the questionnaire totaled to 93 out of the targeted 94 which translates to 98% response rate. All analyses were done using the Statistical Package for Social Scientists (SPSS version 20). Data was then scrutinized in relation to the objective of the survey, otherwise with a potential abundance data; vast numbers of irrelevance summaries would be produced.

4.2 Socio demographic characteristics of students

4.2.1 Gender of students

Primary data was collected from three schools, Uaso boys, Wamba boys and Wamba girls, by use of structured questionnaires administered to both students and teachers. The total number of students interviewed was 81. Majority of students respondents were from Wamba Girls (28) followed by Wamba Boys (26) and least Uaso Boys (27).

Table 2: Number of students from each school

School	Count	%
Uaso Boys	27	33.3
Wamba Boys	26	32.2
Wamba Girls	28	34.5
Grand Total	81	100

Among the student interviewed 65% were male while 35% were female.

Table 3: Percentage of Students interviewed

Gender	Frequency	Percentage
Male	53	65
Female	28	35
TOTAL	81	100

Of the teachers and principals interviewed, the distribution was as follows:

Table 4: Number of Teachers and principals interviewed

School	Frequency	%
Uaso	4	44.4
Wamba boys	2	22.2
Wamba girls	3	33.4
Grand Total	9	100

4.3 Number of years of respondents in School

The majority (54%) of students respondents were reported to have been in secondary school for more than 3years while 41% had 1-2 years and the remainder 5% had stayed 0-1 years.

Table 5: Number of years in School

Number of years	Frequency	Percentage
0 – 1 year	04	5
1 – 2 years	33	41
Above 3 years	44	54
TOTAL	81	100

4.4 Physical location of School in relation to cattle rustling

Most (83%) of the respondents were of the opinion that the public secondary schools in Samburu East District are in cattle rustling areas as opposed to the remainder 17% who felt otherwise as shown in table 6.

Table 6: Students responses on existence of school in a cattle rustling area

Students response	Frequency	Percentage
Yes	67	83
No	14	17
Total	81	100

The number of respondents who suggested that the schools existence of school in a cattle rustling area are 67 while 14 suggested no.

4.5 How Cattle Rustling Affect Academic Performance

4.5.1 Students' Responses

Of the 81 students who were asked on their opinion on the academic performance of students in their schools, 52% of the students said that academic performance was average, 43% said performance was poor while 5% said that performance was good.

Table 7: Student performance in academics

Students' opinion on Performance	Frequency	Percentage
Poor	35	43
Good	4	5
Average	42	52
TOTAL	81	100

Further analysis on the relationship between existence of a school in cattle rustling area and academic performance among the students was done and here are the results.

Table 8: Existence of school in cattle rustling areas and students performance

	Row Labels	Frequency	Percentage
Is school in cattle rustling area?	No	12	15.2
	Yes	69	84.8
How do students in your school perform in academics	Average	8	10.1
	Good	1	1.3
	Poor	3	3.8
How do students in your school perform in academics	Average	34	41.8
	Good	3	3.8
	Poor	32	39.2
Grand Total		69	100

It would be interesting to know the definition of the students' perception of academic performance. Is it similar to the definition set out by the education's examining body in Kenya (K.N.E.C)? This was not captured within the scope of this study and would call for further studies.

Further analysis on the student’s opinion on the effects of cattle rustling on students’ performance revealed that there were no direct effects on academic performance. From the students’ responses, cattle rustling prevented the students from attending school in one way or another, thus acting as a hindrance to access to education, thus affecting academic performance. The various ways in which cattle rustling hindered access to education is entailed in the table below.

Table 9: Students’ response on effect of cattle rustling on performance

Factor	Frequency	Percentage
Affects source of income, causing fee default	21	26
Causes absenteeism as boys go to offer security	19	24
Causes dropouts	14	18
Causes destruction of learning infrastructure	12	15
Causes insecurity, hindering education process	9	11
Causes deaths of teachers/students	6	7
Total	81	100

Members of Samburu East District are nomadic pastoralists whose main economic income rely heavily, if not entirely, on cattle. Instances of cattle rustling would therefore take away a big source of revenue from the family and this would affect any household’s expenditure. This could be an explanation to absenteeism due to school fees depicted by 26% of the students. Hendrickson, Armon and Mearns (1996) article on cattle raiding among pastoral communities in Kenya argues that the fashion in which raiding has been

transformed over the years; from a cultural practice with important live hood enhancing functions, into more predatory forms driven by an economic logic and modern forms of violence, which attributed to low performance in schools, school drop outs, causing death, deserting the school premises, frequent transfers of teachers and incompetent school administrators. This is depicted in absenteeism for security purposes, dropouts and deaths in the table above, which accounts for 60% of how cattle rustling affect academic performance in the table above. This effect on access to education eventually affects education performance and the quality of education.

4.5.2 Teachers' responses

The teachers had a different opinion from the students. Of the teachers interviewed, five out of the seven teachers (about 70% of the teachers) agreed that cattle rustling made students perform poorly in KCSE.

An interesting finding was that all the teachers who agreed with the above opinion earlier agreed that their schools were in cattle rustling areas.

Table 10: Relationship between cattle rustling and KCSE performance

Is the school in cattle rustling area? Yes/No

Response	Frequency	(%)	
Yes	5	71.4	Poor
Yes	1	14.3	Average
No	1	14.3	Average
Total	7	100	

Further analysis on how cattle rustling influence poor performance was done and what stood out was that cattle rustling influenced the learning environment in the school. One of the respondents said that the loss of property and lives the students experience during cattle rustling instances affects them negatively. Such experiences would most likely affect students' concentration on their studies which would be reflected on poor academic performance. This shows a relatively big magnitude that cattle rustling has on the quality of education.

The above findings are similar to the benchmarks UNICEF (1989) laid out as intrinsic and extrinsic factors for quality education. School facilities were the main intrinsic factors; while peace, war and poor economic base are the extrinsic factors to quality education which are depicted by findings in this section.

4.6 How Cattle Rustling Affect Syllabus Coverage

Syllabus coverage is the main mode of impacting education to students in an education process. It is the channel of having the education curricula covered by students in an education system.

Of the 81 students who participated, they felt that cattle rustling had negative effects on syllabus coverage. Details of how the students felt cattle rustling affected syllabus coverage is captured below.

Table 11: Influence of Cattle rustling on Syllabus coverage

Factors	Frequency	Percentage
Delays in school opening, affecting syllabus coverage	31	38
Absenteeism of teachers affecting syllabus coverage	24	30
Lack of school fees leading to students' absenteeism	11	14
Migration of teachers and students due to insecurity	10	12
Community camping in schools interrupt learning	5	6
	81	100

The findings above can be aligned to UNICEF (1999) extrinsic and intrinsic factors to education, which was discussed earlier. The insecurity that comes with cattle rustling leads to delays managerial issues highlighted by Hendrickson, Armon and Mearns (1996) article discussed earlier. These managerial issues are depicted through delays in opening of schools, absenteeism, migration of teachers and community camping in schools as they seek refuge. These account for the indirect influence of cattle rustling, as viewed by a section of Samburu East District public secondary school students.

The teachers echoed similar concerns as a confirmation, citing absenteeism caused by cattle rustling as the biggest cause to low syllabus coverage.

4.7 How Cattle Rustling Affect Student Retention Rates

Student retention rate is measured as the rate at which students remain in a learning institution, in relation to the required amount of time the student should spend in the learning system. This implies that high retention rates means high number of students who remain in the learning system to the

completion point while low retention rate implies few students enrolled in schools stay in schools to the completion point.

In this study, the main focus on student retention rates was specifically channelled towards how cattle rustling influences retention rates. The findings among the 81 interviewed students are in the table below.

Table 12: Effects of cattle rustling and student retention

Factor	Frequency	Percentage
Deaths	13	16
Dropouts	19	24
Absenteeism and low attendance	14	17
Lack of Concentration in class	2	3
Poor performance	18	22
Lack of fees	14	18
Total	81	100

The findings above show how cattle rustling influences retention rates among the student fraternity in Samburu East District. The high dropout rate and absenteeism was attributed to male students opting to join the community in cattle rustling activities. This is a similar finding to Kratli (2000) on why formal education as it is cannot fit in the nomadic pastoralists' way of life. The lack of fees is attributed to the economic dependence on pastoralism, which is used to raise fees for children. This is impaired in case of cattle rustling. The gravest effect of cattle rustling to the society is death of community members. This spares not the students, either. These confirm the extrinsic factors to

quality education which cattle rustling impairs. On the other hand, it is not clear on the magnitude of the effect of cattle rustling on retention rates. There were no figures on enrolment rates, dropout rates, death rates, and school completion rates. This could be an interesting finding in future study.

4.8 How Cattle Rustling Influences Student Attendance

School and class attendance is vital in the process of formal education. A student needs to be in class in order to receive education. Absenteeism by either the student or the teacher leads to either incomplete coverage of the syllabus or poor coverage. This can reduce the quality of education. Of the 81 students who participated in this study, these were their responses on reasons for low class attendance.

Table 13: Reason for low attendance

Factor	Frequency	percentage
Distance to school	15	19
insufficient funds	3	3
Lack of facilities needed for learning	1	1
parent negligent	9	10
Security due to cattle rustlers	47	58
Sickness	6	8
Total	81	100

Being in a cattle rustling area, being absent from school due to insecurity caused by cattle rustling would be understandable. The distance to school would be explained by the nomadic way of life among pastoralists and sparse population of learning institutions in the ASAL regions. Cattle rustling would lead to migration of households for safety. This would lead to moving quite away from previous homes, and quite away from schools. The most common mode of transport to students in Samburu East District is by foot. Being far away from school might therefore not allow a student to have enough time to walk to school and reach in time.

However, no measures have been provided to show attendance rates and compare it to cattle rustling.

4.9 How to improve academic performance despite cattle rustling

The respondents had insights on how academic performance can be improved despite cattle rustling. Below are their recommended solutions.

Table 14: How to improve academic performance despite cattle rustling

Recommended solution	Frequency	Percentage
Enough revision and adding more teachers	21	27
Providing security in schools	27	34
Involving parents in school development activities	15	18
Avoiding interruption in schools area	11	14
Stop cattle rustling	6	8
Total	80	100

4.10 Lasting Solution to Cattle Rustling

53% of the respondents suggested that the government should improve the security in the area, 23% suggested that the government should have civic education about peace and reconciliation, 12% would like to see cattle rustlers prosecuted, 8% think that creating jobs for the rustlers would reduce cattle rustling instances and 4% feel the government should disarm the community.

Table 15: Lasting solution to cattle rustling

Long lasting solution	Frequency	Percentage
Improve security	42	53
Peace and reconciliation sensitization	18	23
Prosecute offenders	10	12
Create Jobs	6	8
Disarm cattle rustlers	3	4
Total	80	100

CHAPTER FIVE

SUMMARY OF STUDY, CONCLUSIONS AND RECOMMENDATION

5.1 Summary of Findings

As Krätli (2000) and others proposed that good education in nomadic pastoralist areas should promote the efficient adaptation of a society to its particular environment, quality education should address cultural and coexistent sustainability in the society. This requires both non-formal and formal education. Non-formal education can be seen to be extent among Samburu East District's students as they participate in some cultural practices such as boys dropping out of school to participate in cattle rustling and being away from school to protect homes in events of cattle rustling.

However, formal education in the region is still face with challenges which can be attributed to Kratli's (2000) argument as a threat to integrity of pastoral society.

Findings of this study reveal the desire for children to have formal education despite the inherent conflicts. Families sacrifice their wealth by selling livestock to send their children to school and fail to raise school fees in the event of loss of livestock to cattle rustling.

The respondents also show determination to receive education through their recommendations. 34% want security improved, 27% feel that addition of teachers would improve syllabus coverage is necessary, 18% feel that involvement of parents in school activities for development, 13% feel that avoiding interruption of learning process in schools is possible while 8% feel that the cattle rustling menace should stop. These statistics show the conclusive

desire to access quality, formal education; which has been hampered by cattle rustling activities.

The first objective of this study was to determine the effect of cattle rustling on academic performance in public secondary schools in Samburu East District. The respondents felt that the students performed averagely and this was represented by 52% while 43% performed poorly and only 5% of schools performed well.

The second objective was to establish how cattle rustling have affected student retention rates in public secondary schools, the findings indicate that 24% of them drop out of school, 22% said it low performance, 18% said it lack of fees making them not to go to school, 17% said it absenteeism and low attendance in class and 16% death and only 3% said it lack of concentration in class

The third objective was to establish how cattle rustling influences student class attendance in public secondary schools. The findings indicate that 58% of the respondents felt that the reason for low attendance was due to insecurity caused by cattle rustling, while 19% was due to the distance to school, 10% was due to parent's negligence, 8% thought it was due to sickness while 1% felt it was insufficient funds, inadequate learning facilities in schools and lack of school fees.

The fourth objective was to establish influence of cattle rustling on syllabus coverage. The findings indicate that 38% of the respondents felt that cattle rustling caused delays in opening of schools hence poor syllabus coverage, 30% felt that it caused absenteeism of teachers and students hence lack of proper syllabus coverage, 14% felt that it caused lack of school fees

making most of the student to drop out of school,12% felt that it caused insecurity hence causing destruction of infrastructure and reading materials in school causing lack of proper syllabus coverage and only 6% felt that the disturbance from the community camping in classrooms due to cattle rustling paralyzes learning causing the delay in covering syllabus.

5.2 Conclusion

The objectives of this study were met and an overall conclusion is that cattle rustling is a great hindrance to access to quality education in public secondary schools in Samburu East District. From this study, it denies the access to quality education mainly by causing insecurity – which claims lives of education participants, school dropouts, impairs syllabus completion and migration of inhabitants to safer areas. This leads to poor academic performance and minimized retention rates in schools.

Cattle rustling is a huge problem to the pastoralist communities in Kenya and the world. From the findings of this study, cattle rustling affect various aspects of the learning process which need to be addressed in order to improve the quality of learning in public secondary schools in Samburu East District.

5.3 Recommendations

From this study, it would be recommended to improve the security in order to improve the quality of education in Samburu East District. The rule of law should also take root in dealing with the perpetrators of cattle rustling from both Samburu East District and neighbouring districts. This would provide an environment for the students and teachers to concentrate on the academic

process. There is need to deploy more teachers in the area so as to enable the students cover syllabus in time.

The government, through local leaders as well as senior education and security stakeholders should hold reconciliatory meetings between the communities involved in cattle rustling so as to promote peace in the area. This should mainly be targeted towards Samburu, Pokot and Somali tribes which come from the environs around Samburu East Districts. Efforts should be put in sensitizing these communities on maintaining peace in their pastoral activities. Alternative economic activities should also be introduced to supplement pastoralism and reduce pressure on pastoralism.

Improving the security around schools would also safeguard learning infrastructure in the schools and reduce interruptions to learning processes. The security would allow the deployment of more teachers in the school and improve syllabus coverage. These would collectively improve the quality of education in public secondary schools in Samburu East District.

Apart from the need for security, there is also need for guidance and counseling to psychologically assist the students and teachers who fall victims to cattle rustling. This would help the students be able to concentrate in class and have better learning experience.

Findings related to being away from school due to lack of school fees averaged 20%, the full implementation of the free secondary education by the government would therefore improve access to secondary education by at least 20% in Samburu East District.

5.4 Recommended Research topics

Out of this study, it could be recommended that in the absence of interventions, further studies can be done on improved ways of formal education that can be adopted in nomadic pastoralist areas that can improve the quality of education.

It has also been noted that the students did not seem to know the meaning of quality education. This is because 52% of the students thought that they performed averagely in academics yet the teachers responded that majority of the students performed poorly. It could therefore be important to inquire on the perception of students on quality education and if it could have an impact on achievement of quality education.

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APPENDICES

APPENDIX I: SCHOOL PRINCIPALS' QUESTIONNAIRE

Please respond to each item by putting a tick (✓) to the response that is applicable. Do not write your name or name of your school anywhere:

1. Please indicate your gender
 - a) Male
 - b) Female
2. Which is your age bracket?
 - a) Below 25 yrs
 - b) 25-34 yrs
 - c) 35-44 yrs
 - d) 45-54 yrs
 - e) Over 54 yrs
3. What is your highest level of professional training?
 - a) P2
 - b) P1
 - c) Diploma
 - d) Degree
 - e) Other (specify)
4. For how long have you been in teaching profession?
 - a) Less than 5 yrs
 - b) 5 -10 yrs
 - c) 10 – 15 yrs
 - d) Over 15 yrs
- 5 For how long have you been a headteacher/deputy headteacher

- a) Less than 4 yrs []
 - b) 5 – 10 yrs []
 - c) 10 – 15 yrs []
 - d) over 15 yrs []
6. How many teachers are there in your school
- a) Male []
 - b) Female []
 - Total []

7

i) Please indicate whether teachers in your school prepare the following documents. Tick where applicable.

- a) Schemes of work []
- b) Lesson plan []
- c) Record of work []
- d) Pupils progress records []

ii) How often do you make a follow-up to ensure that the listed items in (i) above are prepared as required?

- a) Once a month []
- b) Thrice a month []
- c) Any other (specify) []

8. How often do you hold staff meeting in your school?

- a) Once a month []
- b) Once a term []
- c) Any other (specify) _____

9. How often are you in school?

- a) Some weeks []

b) Some months []

c) Throughout the term []

10. If not always at school, what are some of the of absenteeism by your staff members and children/pupils?

a) Sickness []

b) Cattle rustling attack []

c) Others

(specify)_____

11. What are the effects of cattle rustling on schooling and attendance of both the teachers and learners?

a) Low []

b) High []

c) None []

12. i) what are the impact of cattle rustling on academic performance of the school?

a) Positive []

b) Negative []

ii) If the impact is negative, can you briefly explain how it is negatively affected?

13. How frequent does cattle rustling occur?

a) Once a year []

b) Twice a year []

c) Thrice a year []

d) Four times a year []

14. What are some of the challenges of cattle rustling on KCSE performance in your school?

15. What are some of the solutions of curbing cattle rustling in samburu division and neighborhood?

APPENDIX II: TEACHERS' QUESTIONNAIRE

This questionnaire is for the purpose of research only. Please respond to each item by putting a tick (✓) in the appropriate bracket or fill in the information as your response to all of the following questions. Do not write your name or the name of your school anywhere. The information will be completely confidential.

1. What is your gender?
 - a) Male []
 - b) Female []

2. What is your age bracket?
 - a) 25-39 yrs []
 - b) 39-49 yrs []
 - c) 50-59 yrs []
 - d) Above 60 yrs []

3. What is your highest academic qualification?
 - a) Certificate []
 - b) Degree []
 - c) Masters []
 - d) Diploma []
 - e) Other

(specify)_____

4. How many years have you been in this school?

a) 1-5 yrs []

b) 6-10 yrs []

c) 11-15 yrs []

d) Above 16 yrs []

5. What is the total number of pupils in your class?

a) Boys _____

b) Girls _____

6. What is the approximate distance between the children's homes and school?

a) 200 m – 1 km []

b) 2 KM – 5 KM []

c) 5 KM – 10 KM []

d) 10 KM – 15 KM []

7. What is the distance between your neighbouring school and your school?

a) 2 km – 5 km []

b) 6 km – 10 km []

c) 11 km – 15 km []

d) 16 km – 20 km []

e) Other (specify) _____

8. What is the daily average of pupils attendance in your class?

a) 10 []

b) 15 []

c) 20 []

d) 25 []

e) Other (specify)_____

9. If the daily average of pupils attendance is low, what could be some of the reasons of the low attendance?

a) Sickness []

b) Distance to school []

c) Security due to cattle rustlers []

d) Parent negligent []

e) Other (specify)_____

10. I) Is your school in a cattle rustling area?

a) No []

b) Yes []

ii) If yes, how has your school been performing in KCSE examination?

a) Good []

b) Average []

c) Poor []

d) Other (specify)_____

iii) If poorly, how does cattle rustling influence the poor performance in KCSE examination?

11. In your own opinion, what are the impact of cattle rustling on pupils schooling and attendance in your school?

12. What are the effects of cattle rustling on KCSE performance in your school?

13. How do cattle rustling affect the provision of quality learning and teaching in your school?

14. What are the challenges of cattle rustling on:

i) Schooling and attendance of both

teachers_____

ii) Teaching and learning progress

15. In your own view, what could be the lasting solution to cattle rustling?

16. According to your own opinion, how will KCSE performance be improved in your school despite cattle rustling activity?

APPENDIX III: STUDENTS QUESTIONNAIRE

Do not write your name anywhere. The information will be completely confidential.

15. What is your gender?

c) Male []

d) Female []

16. What is your age?

17. What is your class?

18. How many years have you been in this school?

e) 0-1 yrs []

f) 1-2 yrs []

g) Above 3 yrs []

19. What is the approximate distance between your home and school?

e) 200 m – 1 km []

f) 2 KM – 5 KM []

g) 5 KM – 10 KM []

h) 10 KM – 15 KM []

20. What is the distance between your neighboring school and your school?

f) 2 km – 5 km []

g) 6 km – 10 km []

h) 11 km – 15 km []

i) 16 km – 20 km []

j) Other (specify)_____

21. what could be your reasons of the low attendance?

f) Sickness []

g) Distance to school []

h) Security due to cattle rustlers []

i) Parent negligent []

j) Other (specify)_____

22. D) Is your school in a cattle rustling area?

c) No []

d) Yes []

ii) If yes, how has your school been performing in KCSE examination?

e) Good []

f) Average[]

g) Poor []

h) Other (specify)_____

iv) If poorly, how does cattle rustling influence the poor performance in KCSE examination?

23. In your own opinion, what are the impact of cattle rustling on pupils schooling and attendance in your school?

24. What are the effects of cattle rustling on KCSE performance in your school?

25. How do cattle rustling affect the provision of quality learning and teaching in your school?

15. In your own view, what could be the lasting solution to cattle rustling?

16. According to your own opinion, how will KCSE performance be improved in your school despite cattle rustling activity?

APPENDIX IV: LETTER OF AUTHORIZATION

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550
Mobile: 0713 788 787 , 0735 404 245
Fax: 254-020-2213215
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/013/776**

Date: **23rd May 2013**

Joseph Supraat Lolchuraki
University of Nairobi
P.O Box 30197-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application dated **10th May, 2013** for authority to carry out research on "*Influence of cattle rustling on quality of education in Samburu East District-Samburu County, Kenya*" I am pleased to inform you that you have been authorized to undertake research in **Samburu East District** for a period ending **30th June, 2013**.

You are advised to report to **the District Commissioner and District Education Officer, Samburu East District** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

A handwritten signature in blue ink, appearing to read 'M. K. Rugutt'.

DR. M. K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:
The District Commissioner
The District Education Officer
Samburu East District



"The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development".

APPENDIX V: RESEARCH PERMIT


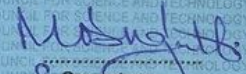
PAGE 2 PAGE 3

Research Permit No. NCST/RCD/14/013/776
Date of issue 23rd May, 2013
Fee received KSH. 1000


THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss/Institution
Joseph Supraat Lolchuraki
of (Address) University of Nairobi
P.O Box 30197-00100, Nairobi
has been permitted to conduct research in

Location
Samburu East District
Rift Valley Province


on the topic: Influence of cattle rustling on
quality of education in Samburu East
District-Samburu County, Kenya.

Applicant's Signature  **Secretary** 
National Council for Science & Technology

for a period ending: 30th June, 2013.



APPENDIX VI: RESEARCH CONDITIONS

<p>CONDITIONS</p> <ol style="list-style-type: none">1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit2. Government Officers will not be interviewed with-out prior appointment.3. No questionnaire will be used unless it has been approved.4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.5. You are required to submit at least two(2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice	 <p>REPUBLIC OF KENYA</p> <p>RESEARCH CLEARANCE PERMIT</p> <p>GPK60553mt10/2011</p> <p>(CONDITIONS—see back page)</p>
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