

**FACTORS INFLUENCING PUPILS' PARTICIPATION IN PRIMARY
EDUCATION IN NAKA INTERNALLY DISPLACED PERSONS CAMP
UASIN GISHU, KENYA**

By

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Award of the Degree of Master of Education in Education in Emergencies**

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DECLARATION

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

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DEDICATION

I dedicate this work to my late mother Charity for laying the foundation of education in my life. To my husband Daniel Maru, children Kiptum, Kiprotich and Chepkosgey for their prayers and support.

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I thank all the teachers, pupils of Gitwe primary school and the camp managers in the Naka IDP camp.

I give all the glory to God for his gift of life, health, grace and mercies throughout the course.

TABLE OF CONTENTS

	Page
Declaration.....	ii
Dedication.....	iii
Table of contents.....	v
List of tables.....	ix
List of figures.....	x
Abstract.....	xi
List of abbreviations and acronyms.....	xii

CHAPTER ONE

INTRODUCTION

1.1 Background to the study.....	1
1.2 Statement of the problem.....	4
1.3 Purpose of the study.....	5
1.4 Objectives of the study.....	5
1.5 Research questions.....	5
1.6 Significance of the study.....	6
1.7 Limitations of the study.....	6
1.8 Delimitations of the study.....	6
1.9 Assumptions of the study.....	7

1.9 Definition of Significant Terms	7
1.10 Organisation of the study	8

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction.....	9
2.2 Effect of trained teachers on pupils participation in primary education.....	9
2.3 Physical facilities influencing pupils’ participation.....	11
2.4 Teaching and learning materials influencing Pupils Participation	12
2.5 Insecurity in the camp influencing pupils’ participation	14
2.6 Summary of the Literature Review	16
2.7 Theoretical framework.....	17
2.8 Conceptual framework.....	18
Fig 2.1 Conceptual Framework.....	19

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction.....	20
3.2 Research design	20
3.3 Target population	21
3.4 Sampling techniques and Sample size	21
Table 3.1: Sampling techniques	22
Table 3.2: Sample size	23
3.5 Research instruments	23
3.5.1 Validity of the research instrument.....	24
3.5.2 Reliability of instrument	24

3.6 Data collection procedure and ethical considerations.....	25
3.7 Data analysis techniques	25

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction.....	27
4.2 Demographic Information.....	27
4.3 Teachers views on availability of trained teachers	30
4.4 Pupils views on availability of physical facilities.....	31
4.5 Teachers views on availability of physical facilities	32
4.6: Pupils views on availability of teaching and learning materials.....	35
4.7 Teachers views on availability of teaching and learning materials	36
4.8 Pupils views on insecurity	38
4.9: Teachers views on insecurity.....	40
4.10 Analysis of the camp managers interview	41
4.11 Analysis of the head teacher’s interview	42

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND THE RECOMMENDATIONS

5.1 Introduction.....	43
5.2 Summary of the study	43
5.3 Major findings of the study.....	44
5.3.2 Findings based on availability of physical facilities	45
5.3.3. Findings based on availability of teaching and learning materials	45
5.3.4. Findings based on insecurity in the camp	46
5.4 Conclusions of the findings	47

5.5 Recommendations.....	47
5.6. Suggestions for further studies.....	48

REFERENCES

APPENDICES

Appendix I: Letter of Introduction.....	53
Appendix II: Questionnaire to the teachers	54
Appendix III: Questionnaire for pupils.....	57
Appendix IV: Interview schedule for the head teacher	58
Appendix IV: Interview schedule with camp managers.	59
Appendix VI: Research Authorization.....	60
Appendix VII: Research Clearance Permit.....	Error! Bookmark not defined.

LIST OF TABLES

Table 3.1: Sampling techniques	22
Table 3.2: Sample size	23
Table 4.1 Teachers academic qualifications	28
Table 4.2: Gender of respondents by class	29
Table 4.3: Teachers views on availability of trained teachers	30
Table 4.4: Pupils views on availability of physical facilities.....	32
Table 4.5 Teachers views on availability of physical facilities	33
Table 4.6: Pupils view on availability of teaching and learning materials	35
Table 4.7 : Teachers views on availability of teaching and learning materials	36
Table 4.8: Pupils' views on insecurity	39
Table 4.9: Teachers views on insecurity.....	40

LIST OF FIGURES

Fig 2.1 Conceptual Framework.....	19
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ABSTRACT

After the 2007/2008 presidential and parliamentary general elections in Kenya were conducted, violence broke out of the country as a result of disputed presidential election results. Many people lost lives, property worth millions of shillings was destroyed and thousands of people were displaced from their original settlements. These people were resettled in internally displaced people's camps in different parts of the country. Most camps were closed down but Naka IDP camp still exists.

The purpose of the study was to investigate factors influencing pupil's participation in primary education in Naka IDP camp in Uasin Gishu County, Kenya. The study had four objectives; to establish the extent to which availability of trained teachers influence pupils participation in primary education in Naka IDP camp, to determine the extend to which teaching and learning materials influence pupils participation in primary education in Naka IDP camp, to determine the extent to which teaching and learning materials influence pupils participation in primary education in Naka IDP camp and to determine whether insecurity in the camp influence pupils participation in primary education in Naka IDP camp.

The study reviewed both theoretical and empirical literature where factors influencing pupil's participation were discussed. The research employed case study design and the target population comprised of teachers, pupils in the school, the head teacher and the camp managers. There were 23 teachers in the school, 1101 pupils, 1 head teacher and the camp had 4 camp managers comprising a total of 1129 respondents. The study employed purposive sampling to select a sample size of 138 respondents. The sample comprised 23 teachers, 1 headteacher, 110 pupils and 4 camp managers. Questionnaires and interviews were used as the main data collection instruments and included both closed and open-ended questionnaires. Pre-testing of the questionnaire was undertaken to determine validity and reliability of the instruments. Data was analysed through descriptive statistics using SPSS. The analysed results were presented through tables. It was established that the available trained and qualified teachers were inadequate. Also the available physical facilities and learning and teaching resources were inadequate.

It was concluded that inadequate classrooms and lack of a school library influenced pupils participation negatively. The researcher recommended that the government to ensure recruitment of more teachers and provide enough physical facilities. The researcher suggested that other studies be carried out across other institutions of learning such as secondary schools, tertiary institutions and even institutions of higher learning.

LIST OF ABBREVIATIONS AND ACRONYMS

FAWE	Forum for Women Educationist
IDPs	Internally Displaced Persons
MDGs	Millennium Development Goals
NCST	National Council of Science and Technology
SPSS	Statistical Package for Social Sciences
TSC	Teachers Service Commission
UNESCO	United Nations Educational Scientific and Cultural Organisation
UNHCR	United Nations High Commission for Refugees
UNICEF	United Nations International Children's Emergency Fund
WHO	World Health Organisation
WRC	Women Refugee Commission
WRCK	Women Researchers Commission of Kenya

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

During the disputed presidential elections in the year 2007 in Kenya, violence broke out of many parts of the country. The most affected part was the rift valley province where Naka IDP camp is located. The violence displaced thousands of people from their settlement.

Hundreds of people lost lives, property worth millions was destroyed, and led into mass displacement. People ran away from their homes and settled in IDP camps. After the violence calmed down, some people went back to their homes while others remained in IDP camps. Naka IDP camp where the study was carried out is one of the remaining camps.

Naka IDP camp is a home to approximately 250 households. There is only one school where all the pupils living in the camp learn. The school is outside the camp, so there are other pupils from the village who learn there. The school has approximately 1,130 pupils, 23 teachers and 1 head teacher.

Considering that the school was existing before the establishment of the camps' the influx of IDP pupils to the school had great impact on the adequacy of the available trained teachers, available physical facilities and available teaching and learning materials. This is due to the fact that the number of pupils outstripped human resources, physical facilities, learning and teaching resources.

Owing to the fact that education is a human right, the pupils living in IDP camps should have access to quality education. This is why this study was conducted to establish how the factors mentioned above influence pupils participation in primary education in Naka IDP camp.

Education is a fundamental human right as well as a catalyst for economic growth and human development. Okidi (2004) noted that although global trends have recorded increased enrolments in primary education, the greatest concern is on the level of pupils' participation in primary education. This is the ability to enrol and retain pupils in primary school until they graduate to the next level. Pupil participation in primary education is facilitated by availability of adequate trained and qualified teachers, adequate physical facilities such as classrooms, desks, playground etc (Eshiwani, 1984).

Availability of adequate teaching and learning resources is paramount for effective pupil participation. As noted by Ayot and Olembo (1984), inadequacy of readiness and learning resources affects the quality and pupil performance. For example, if there are no adequate text books according to the stipulated text book - pupil ratio, pupils will not actively participate in learning. Security in the school and in the camp plays a big role in participation of pupils in learning. As further noted by UNHCR (2010), schools in IDP camps are targeted by armed militia who abduct both girls and boys to recruit them into fighting. Pupils are attacked on the way to school. For the safety of their lives, they do not attend school regularly until they are assured of security. Food insecurity hinders learning since parents have to keep their children at home as they look for livelihood. Girls help at home while boys accompany their parents to the fields to look for food. Therefore, for effective pupil participation to be achieved in Naka IDP camp all the above discussed factors should be addressed by all the education stakeholders.

Conflicts affect education in many ways. It results to death and displacement of learners. For example, more than two thirds of teachers in primary schools were killed and displaced as a result of the Rwandan genocide (Buckland, 2005). Cambodia and Somalia represent extreme cases. In the later 1970s, the Cambodian educational system was left in ruins with virtually no trained teachers. All these factors had a negative impact on pupil participation in primary education. State collapsed in Somalia coupled with targeted attacks on education infrastructure grounded the country's educational system to a halt (Abdi, 1998). War and conflict often destroy and damage schools and educational infrastructure. The World Bank report that due to conflict in Bosnia and Herzegovina, 50% of primary schools required repair and reconstruction (Buckland, 2005). Similarly, 58% of primary schools in Mozambique had been closed or destroyed as a result of its long civil war (Bruck, 1997). The level of destruction was higher in Iraq at 85%.

Prolonged fighting contributed to cases of insecurity such as abductions, rape and torture of pupils and teachers (Lopez and Wodon, 2005). The effects of displacement are particularly pronounced. UNICEF estimates that about 50% of children who flee their homes cannot participate in any form of education. For example, in 2009, 1.8 million children were displaced globally (UNICEF, 2009). Displacement jeopardizes children's physical and psychological health. Conflict-induced especially has great implications on education, both for refugees and IDPs.

All the above discussed factors have negative impact on pupils' participation in education. Teachers having been killed and displaced, schools face adequacy challenges. Physical facilities and teaching and learning resources are scarce. So

learning cannot take place effectively in absence of adequate resources. Insecurity hinders learning since pupils and teachers have to flee for their dear lives.

1.2 Statement of the problem

After the post election violence of the year 2007/2008 in Kenya, many people were displaced from their homes. These people settled in internally displaced people's camps in Kenya such as Naka IDP camp where this study is based. Once people have left their homes and their lives have been disrupted, they undergo traumatic experiences. They lack basic facilities such as food, shelter and clothings. With no sources of livelihoods, their children's education is greatly affected.

This is exactly what happened to the people in Naka IDP camp. The camp is located in a remote area with poor road network. There is only one school near the camp which serves a very large area. Pupils have no other school to learn.

Just like other IDP camps world all over, Naka IDP camp is not an exception. Pupils participation in primary education is faced with severe shortage of adequate trained and qualified teachers, adequate physical facilities, and adequate teaching and learning resources.

The study was prompted by the need to investigate the factors highlighted above and how they influence pupils' participation in education. This was because the report generated would send light on areas to improve on so that the pupils can participate meaningfully in learning. The researcher chose on the topic since there is no other research that has been carried out in Naka IDP camp.

1.3 Purpose of the study

The purpose of this study was to determine factors influencing pupils' participation in primary education in Naka IDP camp in Eldoret- Uasin Gishu, Kenya.

1.4 Objectives of the study

The study was guided by the following objectives;

- i. to establish the extent to which availability of trained teachers influences pupils' participation in primary education in Naka IDP camp,
- ii. to determine the extent to which availability of physical facilities influences pupils' participation in primary education in Naka IDP,
- iii. to determine the extent to which availability of teaching and learning materials influences pupils' participation in primary education in Naka IDP camp,
- iv. to determine the influence of insecurity in the camp on pupils' participation in primary education in Naka IDP camp.

1.5 Research questions

The following research questions guided the study;

- i. how does the availability of trained teachers influence pupils' participation in primary education in Naka IDP camp.
- ii. how does the availability of physical facilities influence pupils' participation in primary education in Naka IDP camp.
- iii. to what extent does the availability of teaching and learning materials influence pupils' participation in primary education in Naka IDP camp.
- iv. how does insecurity influence pupils' participation in primary education in Naka IDP camp.

1.6 Significance of the study

The findings of the study gave an insight to factors influencing pupils participation in Naka IDP camp. The study would help the head teacher to sensitize the parents and school committees on how to overcome the challenges established. It would also assist the government to identify problems facing IDP pupils such as lack of adequate learning resources and hence provide.

The findings would also sensitize the community members to come together and solicit funds to assist the school in acquisition of required resources. The findings would also sensitize the humanitarian agencies and donors to understand the plight of IDP pupils and come to their aid.

1.7 Limitations of the study

The researcher encountered several limitations. One key respondent was not quite cooperative. The researcher had to be extremely patient to get the feedback.

Some respondents gave conflicting responses on the same items. The researcher had to conduct physical observation to get clear answers.

Some of the respondents especially from the camp were not friendly as they expected every visitor to give them cash donations. However, the researcher sought assistance from the leader of the group who was quite understanding.

1.8 Delimitations of the study

The study was carried out in Naka IDP camp in Uasin-Gishu county. The study involved one primary school where all the pupils from the IDP camp learnt, pupils, all the teachers, head teacher and camp managers.

1.9 Assumptions of the study

The study assumed that the respondents understood instruments and responded without bias. The study assured that the data collected through instruments administered was a true reflection of the reality o the ground.

1.9 Definition of Significant Terms

Absenteeism refers to the non-attendance of pupils during school days.

Dropout rates refers to the ratio of the number of pupils who do not complete schooling.

Education in Emergencies refers to all the learning and teaching activities during a crisis situation.

Education refers to the process of acquiring knowledge, skills, attitudes and values.

Gender refers to the social categorization of people based on their sex, female or male.

Internally Displaced Person refers to a person who has been forced to leave his or her home area to find a safe place inside his or her home country rather than crossing an international border.

Learners refers to people, including children, youth and adults, who participate in education programmes.

Primary School refers to the eight years in elementary education in Kenya.

Protection refers to freedom from all forms of abuse, exploitation, violence and neglect.

Pupil refers to a child in a primary school in Kenya.

Pupils Participation refers to the level to which pupils attend the school as required.

Transition implies the completion rates of students and movements to secondary schools.

Performance refers to the end product that demonstrates the exemplary ability or expertise in carrying out a particular task expressed or measured in set ways like examinations

1.10 Organisation of the study

The study is organized into five chapters. The first chapter consists of the introduction and contains the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, basic assumptions of the study, definitions of significant terms and the organization of the study. Chapter two focuses on literature review. Chapter three focuses on the research methodology. It contains research design, target population, sample of the study, sampling procedures, research instruments data collection procedures, piloting of the research instrument and data analysis technique. Chapter Four deals with data analysis, presentations and interpretations of the findings while Chapter five deals with summary of research findings, conclusion, and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presented reviewed literature on availability of adequate teachers, physical facilities, learning materials and camp insecurity influencing pupil's participation. It also comprised theoretical and conceptual framework, showing the relationship between the independent and dependent variables, and a summary of the literature review.

2.2 Effect of trained teachers on pupils participation in primary education

Teachers level of training plays an important role in the teaching and learning process. Teachers are viewed as the custodians of knowledge; therefore, they are looked upon by pupils as their mentors and role models. A trained teacher will use diversified methods of content delivery. Untrained teachers may not motivate pupils hence this may lead to pupil demoralization and finally dropping out of school. Pupils affected by a crisis need protection in school as well as in the camp. Psychosocial, cognitive and physical protection are achieved through presence of trained and qualified teachers

(UNHCR, 2010).

A gyceman (1993), reported that a teacher who does not have both academic and the professional qualification would have a negative influence on the teaching and learning of his subject. Training of teachers is undoubtedly a precursor to quality teaching. Availability of trained teachers has a direct impact on pupil participation in education. As reported by UNICEF (2010), after the invasion of Iraq by U.S.A, the population of trained teachers fell by 80%. Shortage of trained teachers limited pupils school attendance.

A study carried by Elizabeth (2010) in Sudan, states that there was a serious shortage of trained teachers. Half of the existing teachers lacked sufficient training resulting into high teacher pupil ratio at 1:50 instead of the stipulated 1:45. In Angola, there was a severe shortage of trained and qualified teachers which hampered learning. The few available trained teachers handled very large classrooms accommodating up to 80 pupils. It lead to high dropout rates. Only 48% of primary school teachers in Luanda province were adequately trained (UNHCR, 2010). As further revealed by UNHCR (2011), there was shortage of qualified and trained teachers in Dadaab refugee camp. Those who could pursue education often were limited to elementary school, faced large class sizes due to lack of enough trained teachers. The majority of teachers are refugee themselves who have received elementary education. This increases dropout rates and low transition rates are evidence.

Another study carried out in Kisumu by Women Education Researchers of Kenya (WERK, 2008) revealed that pupils living in camps dropped out of school due to lack of qualified guidance and counselling teachers to assist them go through trauma. Mrtone (1999) further emphasizes that human resource is the most important staff in school with increased number of pupils, teachers pupil ratio is likely to be high leading to increased workload for teachers thus lowering teacher's effectiveness. These studies are related to to study since they have been carried out in a similar situation to that of Naka IDP camp. The findings revealed that the available number of trained teachers was inadequate, therefore it impacted negatively on pupil participation in education.

2.3 Physical facilities influencing pupils' participation

Physical facilities in a school include classrooms, administrative block, libraries, workshops, playgrounds, water and sanitation, kitchen, dorms, assembly halls, electricity etc. Researches from other parts of the world have shown that lack of adequate physical facilities interferes with learning process. It further indicates that differences in availability of adequate physical facilities in different institutions accounts for differences in performance, an indicator of effective pupil participation in education.

Availability of physical facilities encourages meaningful learning and teaching. Lack of adequate physical facilities leads to increased dropout rates. Studies conducted in Ghana and Uganda by Glewwe (1998) indicated that lack of physical facilities was correlated to pupil dropout rates. Eshiwani (1984) found out that in all levels of learning, availability of physical facilities such as classrooms, desks, chairs had a positive relationship with quality education.

Lorton and Walley (1979) and Hallack (1990), discovered that pupil participation in learning is successful when there are adequate quantity and quality physical facilities. Unattractive school buildings, crowded classrooms, lack of playing grounds contribute to poor performance. As reported by FAWE (2011) schools that lack adequate classrooms hold their lessons outside or under trees. This interferes with effective quality pupil participation in learning. A further report by UNICEF (2011) showed that IDP pupils in Iraq could not participate fully in learning. This is because infrastructure was damaged completely leaving no classrooms to accommodate all the pupils. UNHCR (2010) reported that in Sudan, there were no classrooms, no clean

water and sanitation facilities. A similar study carried in Angola on physical facilities showed that there was shortage of furniture such as desks and chairs. Classrooms were few; this led to high teacher pupil ratio. Dadaab refugee camp also lacked enough classrooms which resulted from lack of land for expansion (UNCHR, 2011). Availability of adequate physical facilities in schools plays a major role in influencing pupils retention in schools. A study by Macharia (1994) found that lack of adequate physical facilities in teacher training colleges contributed to poor performance by students and increased dropout rates. Availability of adequate physical facilities contributed to conducive learning environment, hence enables learners to perform well in examination (Earthman & Lemasters, 2006). Anandu (1990) asserts that physical facilities are vital for pupils' participation in learning. Any inadequacy is demoralising and demotivates both teachers and pupils. The findings of the study indicated that the physical facilities in Naka IDP camp school were inadequate. Consequently they influenced pupil participation in education negatively.

2.4 Teaching and learning materials influencing Pupils Participation

Learning and teaching materials include text books, charts, maps, audio-visual, electronic instruments such as radio, tape recorder, television, computer, paper supplies, writing materials such as pens, pencils eraser, ruler, chalk, notebooks etc (Atkinson, 2000)

Adeogun (2001) established that there is a very strong positive significant relationship between instructional resources and pupil performance. According to Adeogun, school with more resources performed better than those with less. Another study by Babayoni (1999) showed that private schools performed better than public school because they have adequate teaching and learning materials. Teachers can only be

effective and productive in their work if they have adequate and relevant teaching and learning resources (Muthama, 2009). In absence of this, pupil participation in education is jeopardised. According to Eshiwani (1984), for learning and teaching to be effective, textbook and resource materials are basic tools. If they are lacking, teachers are forced to handle subjects in an abstract manner, making it dry and non-exciting. Fuller (1986) suggested that the quality of instructional processes experienced by a pupil determines the quality of participation of pupils in learning processes. According to Mwiria (1985), pupil participation in learning is affected by the quality and quantity of teaching and learning resources. Another report compiled by UNICEF (2007), schools in Iraq lacked most teaching and learning resources. There was great shortage of books, chalks and teaching aids because they were stolen and looted. It was established that in Angola, IDP camps were severely hampered by the lack of basic learning materials such as stationery and other instructional materials. Teachers and pupils were forced to buy their own learning and teaching materials. However, owing to high poverty levels of IDPs, not many parents could take their children to school since they could not purchase these items. Consequently, low enrolment rates were reported at 45%, a clear indication of low participation in education (UNHCR, 2010).

In another study done by WERK (2008) in Kisumu IDP camp revealed that there was serious shortages of all teaching and learning resources after the schools were vandalized and looted during the post – election violence. Pupils from IDP camps strained school resources such as text books and other instructional materials. This is supported by another report by UNICEF (2011), which showed that in Dadaab refugee camp, the primary schools lacked most teaching and learning resources such

as stationery and other instructional materials which limited pupils' full participation in learning.

Adequate teaching and learning resources or materials have a great impact on pupil participation in education. If they are inadequate, teachers feel frustrated and this has a negative impact on pupil participation (bell and Rhodes, 1996). The findings of the study indicated that the teaching and learning resources in the school were inadequate therefore they had a negative influence on pupils participation in education.

2.5 Insecurity in the camp influencing pupils' participation

Insecurity in Internally Displaced Persons camps and refugee camps have been reported to have an adverse effect on pupil participation in primary education. This is due to the fact that camps are as a result of the conflict that has created the very camps. IDPs world all over face similar problems both food insecurity and physical insecurity.

According to UNICEF (2007), it was reported that in Iraq, school attendance was limited by high rate of physical insecurity and generalized violence. Suicide bombers made it dangerous for children to go to school. There were abductions of pupils on the way to school with boys being recruited into the armed militia. Girls were abducted and raped and therefore parents could not get their children go to school due to the fear.

Food insecurity was reported to increase school dropout. This resulted from the need to look for food. Boys were forced to go and look for work to meet their own needs. Distance between school and home hampered attendance as most school were located far from the camp. This is because there were security risks on the way. Parents had

to accompany their children to school. This was quite tedious, so there were increased instances of absenteeism.

According to another report by UNHCR (2011) in Angola, there was serious food insecurity in the IDP camps. Parents could not keep their children in school because they had to go and look for work. Children were left to assist in the domestic chores especially girls and this hindered their full participation in learning. It was reported that due to increased violence in the camps resulting from landmines and attacks from the fighting militia, children could not go to school. Girls were abducted and used as sexual slaves by the fighting militia, while boys would be recruited into armed militia. Schools were targeted through organised raids; this kept pupils away from school.

Insecurity in Sudan IDP camp affected education as reported by UNHCR (2011). The school had to close early and teachers evacuated due to the threat against them by the armed militia. There were reported cases of abductions; pupils were not spared. The boys stood a great risk of being recruited into the militia. All these factors hindered full participation of pupils in learning. Food insecurity can also hinder pupil participation in education. For example, Glewwe and Jacob (1994) in Ghana, noted that malnourished children joined school at later age and attended school for fewer years than the better nourished children and later dropped out. World Food Program (2000) found out that providing a meal to school children significantly increases their attendance rates.

A number of studies according to UNHCR (2011), have shown that parents are reluctant to send their daughters to school if they perceive that the school environment

is not safe. This is in situations where there are no adequate female teachers in the school. They feel that their daughters are insecure left alone with male teachers. Insecurity and other harsh environments have been cited as a great obstacle to pupil participation in education. As noted by WRC (2009), boys and girls may both receive weapons and military training and engage in frontline combat. They frequently participate in raids to steal food and other supplies and to abduct other children. They are used to carry food, weapons and loot, as their armed groups tend to be constantly on the move. All this keeps them away from school. While they are away from school meaningful learning cannot take place therefore their participation in education is hindered.

2.6 Summary of the Literature Review

Literature that has been reviewed shows that pupils in IDP camps, face a lot of challenges in participation in primary education. Lack of adequate trained and qualified teachers has been cited in all the studies as the greatest impediment to quality pupil participation in education. This is because other facilities such as class rooms can be impoverished but not a teacher.

Availability of adequate physical facilities such as classrooms is very important. Adequate teaching and learning resources together with camp security influence pupil participation in different ways. In case the teaching and learning resources are inadequate, participation is hindered. If there is insecurity at school and in the camps, pupils will not attend school (UNCHR, 2011). The reviewed literature has shown that pupils affected by a crisis throughout the world experience challenges in participation in education. Since Naka IDP camp is as a result of a conflict, with people having been displaced it is expected that pupils in the camp are faced with similar challenges. This is why the researcher found it necessary to carry out the

study to establish the factors that influence pupils' participation in primary education in Naka IDP camp. There is no study that has been carried out on this topic in this camp and this is why the researcher chose to study it.

2.7 Theoretical framework

The study was guided by John Rawl's theory of justice. Rawls developed a conception of fairness in the theory. In his theory of justice, Rawls starts by saying "Justice is the first virtue of social institution". This means a good society is structured according to principles of justice. Rawls asserts that, a just society should provide for basic and universal respect for persons as a minimum standard for all just institutions. He also acknowledges existence of differences in social stratification. This means in any society, there are different classes of people. There are the very wealthy and the have nots. Therefore according to John Rawls, this should be a basis for fair distribution of all societal available resources.

This theory was found to be relevant to the study as it emphasizes on justice through fair treatment of all individuals in the society.

The pupils in Naka IDP camp are a disadvantaged lot. This is due to the difficult circumstances they live in after displacement from their original settlements.

It is therefore the duty of the society to provide all their needs as they are enshrined in the Kenyan constitution. For instance, education is a basic human right for all Kenyan children. Since education is adversely affected during a crisis, the government in power should ensure that all the children affected by a crisis receive education without discrimination. If these children are denied a right to education, therefore the society will not have treated them fairly. This is one of the principles of this theory.

There should be distribution of resources fairly to all people. For example, the schools where IDP children learn should be provided with adequate trained and qualified teachers just like other schools outside the crisis area.

The government in partnership with other humanitarian organizations should strive to provide adequate physical facilities to the school, teaching and learning resources and the security situation in the camp and around the school should be assessed.

This is necessary as it will ensure that pupils attend school and learn effectively thus facilitating meaningful pupils participation in education.

If the factors hindering pupil participation in primary education in Naka IDP camp are not addressed according to the principles of John Rawls theory of justice, the society will have failed to administer justice and fairness to this vulnerable group of pupils.

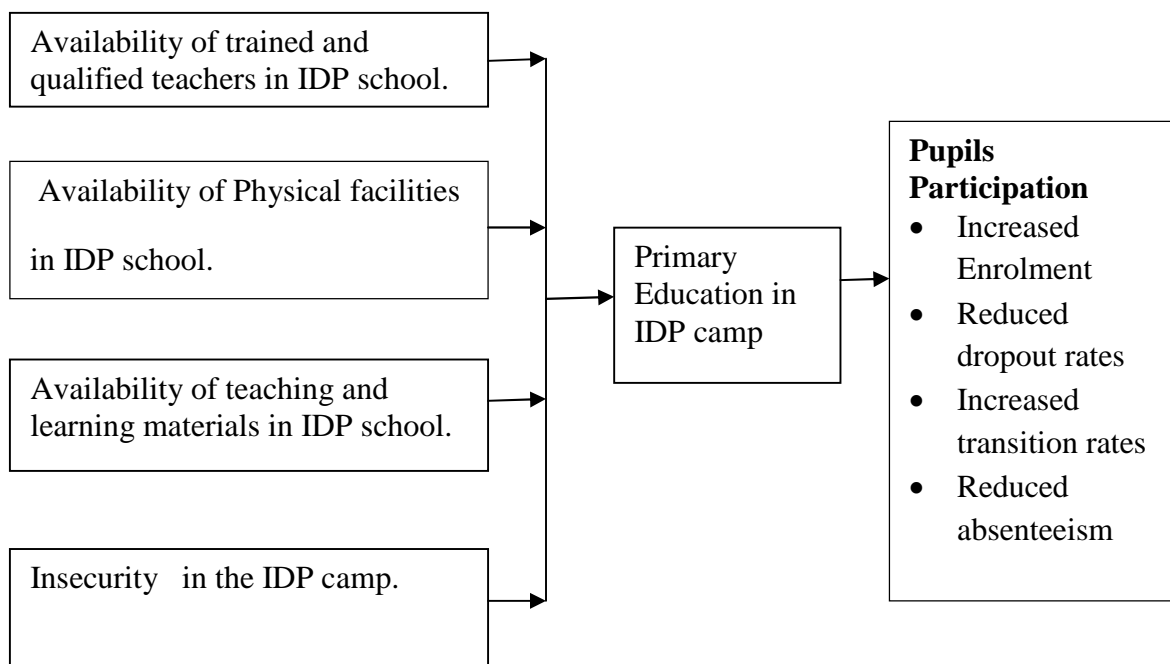
2.8 Conceptual framework

In conducting the study, a conceptual framework was used to show the relationship between the independent variables and dependent variable. In this study the dependent variable was pupils' participation in primary education and the independent variables were availability of trained and qualified teachers, physical facilities, teaching and learning facilities and insecurity in the camp. The constructs and relationships of the research variables are illustrated in the following figure 2.1.

According to Donald and Delno (2006), conceptualization is the process through which exact meaning involves describing the indicators that will be used to measure the concept and the different aspects of the concepts.

Fig 2.1 Conceptual Framework

Factor Influencing Pupils Participation in Primary Education in Naka IDP camp.



As shown in the conceptual framework, the independent variables directly and indirectly affect pupils' participation which will affect enrolment rates, transition rates, drop out rates and absenteeism.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter contains research design, target population, sampling techniques and sample size, validity and reliability of research instruments, data collection and data analysis techniques. Legal and ethical considerations are also covered under this chapter.

3.2 Research design

According to Chandran (2004), research design is the arrangements and analysis of data in a way that combines their relationship with the purposes of the research to the economy of procedures. Research design is the conceptual structure within which research is conducted; it constitutes a blue print for collection, measurement and collection of data (Kothari, 2008).

The study employed a case study research design. According to Mugenda and Mugenda (2003), a case study is an in-depth investigation of an individual group, institution or phenomenon. A case study is based on the premise that a case can be located that is typical of many other cases. It is viewed as an example of a class of events or a group of individual (Mugenda & Mugenda, 2003). The case study enabled the researcher to collect detailed information as to the factors that affect pupils' participation in primary school in Naka IDP camp, Uasin Gishu County, Kenya. This design was suitable for the study as it deals with a case as a whole and enables to discover the relationship among variables of a total whole.

3.3 Target population

According to Mugenda and Mugenda (2003) target population is an entire group of individuals, events or objects having common characteristics. It is the sum total of all that conforms to a given specification. The target population comprised of teachers, pupils in the school, the head teacher and the camp managers. There were 23 teachers in the school, 1101 pupils, 1 head teacher and the camp had 4 camp managers. The total target population therefore comprised of a total 1129 respondents.

3.4 Sampling techniques and Sample size

According to Orodho and Kombo (2002), sampling is the process of collecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group. Nsubuga (2000), argues that no specific rules on how to obtain an adequate sample have been formulated.

Sampling is done in order to give the researcher a more manageable group for the purpose of the study. The researcher used two sampling techniques namely; purposive sampling and simple random sampling. The techniques were applied at three different levels as indicated in the table 3.1.

Table 3.1: Sampling techniques

Sample	Sampling technique	Reasons for sampling procedure
Camp	Purposive	The camp was only one.
School	Purposive	The school was only one. Had no other choices to be made
Head teacher	Purposive	There was only one head teacher to be interviewed
Camp Managers	Purposive	All the four respondents were sampled for better representation
Teachers	Purposive	All the teachers were selected to minimize sampling error. Ensured all teachers participated.
Pupils	Simple random	Involved pupils from IDP camps and random for pupils not from IDP camp.

According to Mugenda and Mugenda (2003), a representative sample should be at least 30 percent of the total population to be considered adequate to represent the population for small population. The sample in the study was greater than 30 percent of the population in order to minimize errors due to non-representation as well as non-response except for the large population of pupils whose percentage was greater than 10 percent.

The sampling procedure was therefore calculated as given in table 3.2 below;

Table 3.2: Sample size

Respondents	Target Population	Respondents
head teachers	1	1
Camp managers	4	4
Teachers	23	23
Pupils	1101	110
Total	1129	138

3.5 Research instruments

The most commonly used instruments are questionnaires, interview schedules, observational forms and standardized tests (Chandran, 2004). Questionnaires are used to obtain information about the population and are developed to address a specific objective, research question or hypothesis of a study (Mugenda & Mugenda, 2003). The study used questionnaire and interview schedule in collecting primary data.

The questionnaires were administered to the respondents directly by the researcher. The open ended questionnaire enabled the respondent to clarify issue further to provide in-depth finding for the study while close ended questions enabled the researcher to obtain background information (Kothari, 2004). The advantage of using questionnaires is that it is the most feasible and allows the respondents moments of reflection on the subject. This is cost effective, free from bias and gives the respondent adequate time to respond to the questions (Kothari, 2004). The researcher allowed the respondents sometime to fill in the questionnaire before collecting for analysis.

Dwivedi (2006) defines interview as face to face interpersonal role situation in which one individual (interviewer) asks the other individual (respondent) questions designed

to obtain answers relevant to the research problem. The Study used the interview schedule for gathering data because it permits much greater depth than other methods of data collection. It also provides a true picture of opinions and feelings; however they are time consuming, expensive to conduct and sincere answers to please the interviewer can be provided. The researcher used the interview schedules to collect data from the head teacher and the camp managers in the school camps to gain a deeper understanding on the factors influencing pupil's participation in education in the region.

3.5.1 Validity of the research instrument

The data collection tools were pretested to test clarity and the length of time it would take for the respondents to complete questionnaires. Pretesting permits refinement before final test. It allows errors to be identified therefore acting as a tool for training the researcher before the actual data of collection (Mugenda & Mugenda, 2003).

Validity was ensured by having objective questions included in the questionnaire and the interview check list. Pre-testing of the instruments was achieved by showing three experts in the field to change any ambiguous, awkward, or offensive questions and technique as emphasized by Cooper and Schindler (2003). This was done with assistance from the supervisors.

3.5.2 Reliability of instrument

Mugenda and Mugenda (2003) defines reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated tests when administered a number of times. Reliability was ensured by pre-testing the questionnaire and interview check lists with a selected sample from one of the

primary schools not included in the actual data collection. Minor grammatical errors were identified and corrected before using the data collection tools to collect data.

3.6 Data collection procedure and ethical considerations

Kothari (2004) defines data collection as the assembly of empirical evidence in order to acquire new insights into a situation and answer all queries that have prompted the undertaking of the research. It involves integrating the research design into instruments of data collection with an aim of gathering data that meets the research objectives.

Self-administered questionnaires were presented to the teachers in which they were filled and collected. This was found to be right since it reduced the rate of non-response. The pupils were assisted to understand the questionnaires by the researcher reading and interpreting to them. The Researcher explained how the questionnaires were to be filled.

3.7 Data analysis techniques

Mugenda and Mugenda (2003) define data as a collection of facts and figures relating to a particular activity under study. For data to be useful, it has to provide answers to the research problems. Data analysis is defined as the whole process, which starts immediately after data collection and ends at the point of interpretation and processing of results (Cooper & Schindler, 2003).

The researcher obtained authority from National Council for Science and Technology (NCST) to carry out the study. The researcher also sought permission from the Uasin-Gishu county Commissioner and County Director of Education who issued a letter to present to the school authorities to be given access to the school and the camp. For

ethical purposes, the respondents were not allowed to reveal their identity; so they did not write their names in the questionnaire. The researcher had earlier requested the head teacher through an introductory letter to allow her meet the respondents.

Before embarking on data analysis, the questionnaires collected from the field were inspected for completeness, coded, and entered into Statistical Package for Social Sciences (SPSS) for analysis. Descriptive statistics were used to analyse quantitative data on factors influencing pupil participation as rated by respondents using frequencies and percentages. Qualitative data generated from the face-to-face interview was analyzed based on the notes written by the researcher during the discussion. The results were presented in form of tables and narratives.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

The chapter comprises the, data analysis, interpretation and presentation.

The data was analyzed from the completed questionnaire in line with the set objectives and the purpose of the study. Data was presented in the form of tables, frequencies and percentages.

4.2 Demographic Information

This referred to personal characteristics of the respondents. The teacher respondents were required to indicate their age, gender, academic qualification, to clarify their employer, length of service in the teaching profession and their present workload. On the other hand, pupils were required to indicate their class, gender, their IDP status and the number of years they have been in school.

4.2.1 Teachers

Teachers sample indicated that 75 percent of the teachers were above 40 years while 25 percent were between ages 35-40 years. The findings indicated that there has not been recruitment of new teachers thus the inadequacy of trained teachers in the school.

The teacher sample comprised 62.5 percent males while the females 37.5 percent. The findings indicated serious gender disparities in the school. This situation would affect girl-child participation in education due to lack of role models leading to low enrolment of girls and eventually increasing dropout rates.

Table 4.1 Teachers academic qualifications

Academic level	Frequency	Percentage
Degree	3	13%
Diploma	5	22%
P1	15	65%
Total	23	100%

The study findings indicated that 13 percent of the teachers were degree holders, 22 percent had diploma certificates while 65 percent had P1 certificate. This implied that all the available teachers were trained and qualified therefore it did not have any negative influence on pupils' participation in education.

The available teachers were all employed by the teachers service commission (TSC). Although this number was inadequate, there were no volunteer teachers hired to assist in teaching. This could be due to lack of financial ability for the school to recruit.

The study findings indicated that 87.5 percent of the teachers had worked for more than 10 years while 12.5 percent had a work experience of between 5-10 years. This implied that the school had not received any newly posted teacher for the last 5 years. It had negative influence on pupils' participation due to insufficient number of teachers.

4.2.2 Pupils demographic information

Table 4.2: Gender of respondents by class

Gender Percentage			
Class	Male	Female	Total
8	60%	40%	100%
7	53%	47%	100%
6	60%	40%	100%
5	52%	48%	100%

The study findings indicated that 60 percent pupils in standard 8 were male while 40 percent were female. 53 percent in standard 7 were male while 47 percent were female. 60% in standard 6 were male while 40 percent were female. 52 percent in standard 5 were male while 48 percent were female.

This indicated that the enrolment of female pupils was lower than male pupils in all the classes. It could be attributed to the vulnerability of the girls due to environmental factors that discriminate against them.

The study findings indicated that 47.4 percent of the pupils came from the IDP camp, while 52.6 came from outside the camp. This indicated that the enrolment of IDP pupils was lower than that of the others. It could be attributed to the requirement of the pupils to accompany their family members in search for livelihoods resulting to absentism and eventually dropping out of school. This is supported by a report from UNHCR (2011) in Angola that established chronic absenteeism and high dropout rates due to lack of food. Pupils dropped out of school and joined their families in search for food.

4.3 Teachers views on availability of trained teachers

Inorder to dertermine the extent to which availability of trained teachers influenced pupils participation in education, teachers were requested to rate using scale of 5 to strongly agree, 4 agree, 3 undecided, 2 disagree, 1 strongly disagree.

Table 4.3: Teachers views on availability of trained teachers

	SA (%)	A (%)	UD(%)	D(%)	SD(%)	TOTAL
All teachers in the school are trained	62.5	25	12.5	0	0	100
The school hires community member to teach	0	12.5	12.5	0	75	100
The number of teachers is adequate	0	0	10	40	50	100

The study findings indicated that 62.5 percent strongly agree that all teachers in the school were trained, 25 percent agreed and 12.5 percent disagreed. 12.5 percent agreed that the school hires community members to teach, 12.5 percent was undecided and 75 percent strongly disagreed. So we say 40 percent of the residents disagreed that the number of teachers is adequate and 50 percent strongly disagreed.

The study findings indicated that the school lacked adequate qualified and trained teachers. This is supported by other studies done in other countries. For example, a report made by UNICEF (2010), indicates that there was serious shortage of adequate and trained teachers in Iraq after the conflict. In Angola, there was a severe shortage of trained teachers as reported by Elizabeth (2010). This hampered learning due to high teacher pupil ratios. A shortage of qualified teachers was also reported in

Dadaab refugee camp by UNHCR (2011). Availability of adequate trained teachers has a direct impact on pupil participation in education.

Further the findings revealed that majority of the teachers teaching in the school are trained. It was established the number of teachers was inadequate. This could be because the school has no resources to support the non trained teachers as it lacks funds to recruit. This could also be attributed to the fact the already hired trained teachers are competent enough thus able to cover the shortage. There could also be a resolution by the school board not to overburden the parents by hiring non trained teachers hence the reason why all of the teachers in the school are trained teachers.

The findings were supported by Bressoux (2006), using a quasi-experimental research design, and Dildy (2002), examining the results of a randomized trial, who found out that teacher training increases student performance. Wiley and Yoon (2005) are others who find teacher development programs to have at least small impacts on student performance. One recent paper that finds particularly strong effects of teacher training is Angrist and Lavy (2001).

4.4 Pupils views on availability of physical facilities.

Inorder to establish the extent to which the availability of physical facilities influence pupils participation, the pupils were asked to tick (√) where applicable.

Table 4.4: Pupils views on availability of physical facilities

	YES	NO	TOTAL
	(%)	(%)	(%)
The school has enough classes	38	62	100
There is adequate drinking water	84.2	15.8	100
The school has sufficient playground	31	69	100
There are adequate pit latrines	21.1	78.9	100
The school has a library	36.8	63.2	100

The study findings indicated that 38 percent of the respondents agreed that the classrooms are adequate, while 62 percent disagreed, 84.2 percent agreed that there was adequate drinking water in the school but 15.8 percent disagreed. 21.1 percent agreed that the pit latrines in the school are adequate but 78.9 percent disagreed. 31 percent agreed that the school has sufficient play ground while 69 percent disagreed. 36.8 percent agreed that the school has a library but 63.2 disagreed. The study findings indicated that the school lacked adequate classrooms, sufficient play ground, adequate pit latrines and a school library. This was attributed that the influx of IDP pupils into the school a factor that overstretched the resources. However, there was adequate drinking water that was attributed to the presence of a Non-governmental organization that assisted the school to tap water from a nearby stream.

4.5 Teachers views on availability of physical facilities

Inorder to establish the extend to which availability of physical facuilities influence pupils' participation, teachers were requested to rate using the scale of 5 to strongly agree, 4 agree, 3 undecided, 2 disagree, 1 strongly disagree.

Table 4.5 Teachers views on availability of physical facilities

	SA	A	UD	D	SD	T
	(%)	(%)	(%)	(%)	(%)	(%)
The school has adequate classrooms	0	25	0	37.5	37.5	100
The school has adequate pit latrines	0	12.5	0	37.5	50	100
The school has a library	25	12.5	0.0	12.5	50	100
The school has sufficient play ground	37.5	25	0	12.5	25	100
The school has sufficient clean drinking water	50	50	0.0	0	0	100

The study findings indicated that 25 percent of respondents agreed that there were adequate classrooms in the school, 37.5 percent disagreed and strongly disagreed respectively.

12.5 percent agreed the pit latrines were adequate, 37.5percent disagreed and 50 percent strongly disagreed. 25 percent strongly admitted that the school has a library, 12.7 percent agreed, 12.5 percent disagreed and 50 percent strongly disagreed. 37.5 percent agreed that the school has sufficient playing ground, 25 percent agreed,12.5 percent disagreed and 25 percent strongly disagreed. 50 percent strongly agreed that the school has sufficient clean drinking water, 50 percent agreed.

The study findings indicated that the school has sufficient drinking water probably tapped and purified by development partners from a nearby stream and there is sufficient playground. It was established that the classrooms were inadequate , pit latrines and there was no library. From the study findings, the school faced a shortage of adequate physical facilities. This is supported by study carried out on availability

of physical facilities by Gacheri (2003), her findings established that the region lacked adequate physical facilities. Availability of physical facilities plays a major role in influencing pupils retention in school. Another study by Macharia (1994), also revealed that lack of physical facilities in teacher training colleges contributed to poor performance of students and increased dropout rates. Studies conducted in Ghana and Uganda by Olaleju (1998) indicates that lack of adequate physical facilities was correlated to students dropout rates. Eshiwani (1983), found out that in all levels of learning, availability of physical facilities such as classrooms, desks and chairs had a positive relationship with quality education. Adequate physical facilities contributed to conducive learning environment, therefore, they enable pupils to participate effectively in learning (Earthman and Lemasters, 2006).

These findings are further supported by Marrine (2001), observes that diseases related to inadequate water, sanitation and hygiene are a huge burden in developing countries. It is estimated that 88% of diarrheal disease is caused by unsafe water supply, and inadequate sanitation and hygiene (WHO, 2004) thus attracting donor attention. Many schools serve communities that have a high prevalence of diseases related to inadequate water supply, sanitation and hygiene (particularly lack of hand washing), and where child malnutrition and other underlying health problems are common. If everyone in the world had access to a regulated piped water supply and sewage connection in their houses, all days of school attendance would be gained due to less diarrheal illness (WHO, 2004). Schools, particularly those in rural areas, often completely lack drinking-water and sanitation facilities, or have facilities that are inadequate in both quality and quantity. Schools with poor water, sanitation and hygiene conditions, and intense levels of person- to-person contact are high-risk

environments for children and staff, and exacerbate children’s particular susceptibility to environmental health hazards. These guidelines are designed to help strengthen water supply, sanitation and hygiene measures in particular, while recognizing the importance of, and links with, other areas of environmental health, such as air quality and physical safety.

4.6: Pupils views on availability of teaching and learning materials

Inorder to establish wether availability of teaching and learning materiasl influence pupils’ participation the respondents were asked to tick (✓) wher applicable.

Table 4.6: Pupils view on availability of teaching and learning materials

	YES	NO	TOTAL
	(%)	(%)	(%)
The school provides us with text books	89.5	10.5	100
The school has sufficient chalks and black boards	94.7	5.3	100
Support materials are available for teaching	42.1	57.9	100

The study findings indicated that , 89 percent agreed that the school provided pupils with text books, but 10.5 percent disagreed . 94.7 percent agreed that the school ahs sufficient chalk and black board, but 5.3 percent , 42.1 percent agreed that support materials were available for teaching and 57.9 percent disagreed.

Tthe study findings , indicated that the school has sufficient chalks and black boards. This could be because chalks and black boards are most basic and essential materials that every school needs to facilitate teaching. However, support materials were not

adequately provided. There were no teaching aids, radio or even a television. These were limited by the scarcity of funds.

4.7 Teachers views on availability of teaching and learning materials

In order to determine whether teaching and learning materials influence pupils' participation, teachers were requested to rate using the scale of 5 to strongly agree, 4 to agree, 3 undecided, 2 disagree and 1 to strongly disagree.

Table 4.7 : Teachers views on availability of teaching and learning materials

Teaching and learning materials	SA	A	UD	D	SD	Total
	(%)	(%)	(%)	(%)	(%)	(%)
The school provides enough textbooks to pupils.	12.5	25	0	12.5	50	100
The school provides pen and chalk for teachers	50	50	0	0	0	100
Teachers receive teaching aids, radio to support teaching	0	12.5	0	25	62.5	100
Each pupil has his/her own text book	0	0	12.5	12.5	75	100

The study findings indicate that 12.5 percent strongly agreed that the school provide enough textbook to pupils , 25 percent agreed and 12.5 percent disagreed and 50 percent strongly disagreed . 50 percent strongly agreed that the school provides pens and chalks for teachers and 50 percent agreed . 12.5 percent agreed that teachers receives teaching aids and radio to support teaching 25 percent disagreed and 62.5 percent strongly disagreed. 12.5 percent were undecided whether each pupil had his/her pwn text book, and 12.5 percent disagreed and 75 percent strongly disagreed.

The study findings indicated that the school provides pen and chalk for teachers to aid learning which is facilitated by the government and other partners. Other teaching and learning materials such as radio, enough text books for each student are not adequately supplied.

This is further echoed by language educators Freeman, (2009) who have broadly discussed the importance of materials and its significant role in education. Central to these discussions is the idea that there is a close connection between materials and learning. Teaching materials" is a generic term used to describe the resources teachers use to deliver instruction. Teaching materials can support student learning and increase student success. Ideally, the teaching materials will be tailored to the content in which they're being used, to the students in whose class they are being used, and the teacher. Teaching materials come in many shapes and sizes, but they all have in common the ability to support student learning. Jonas (2001)

Patrick (2000) notes that learning materials are important because they can significantly increase student achievement by supporting student learning. For example, a worksheet may provide a student with important opportunities to practice a new skill gained in class. This process aids in the learning process by allowing the student to explore the knowledge independently as well as providing repetition. Learning materials, regardless of what kind, all have some function in student learning.

Philips (2003) explains that learning materials can also add important structure to lesson planning and the delivery of instruction. Particularly in lower grades, learning materials act as a guide for both the teacher and student. They provide a valuable routine. For instance, if you are a language teacher and you teach new vocabulary every Tuesday, knowing that you have a vocabulary game to provide the students with practice regarding the new words will both take pressure from you and provide important practice (and fun) for your students. In addition to supporting learning more generally Michael (2011) states that learning materials can assist teachers in an important professional duty: the differentiation of instruction. Differentiation of instruction is the tailoring of lessons and instruction to the different learning styles and capacities within your classroom. Learning materials such as worksheets, group activity instructions, games, or homework assignments all allow you to modify assignments to best activate each individual student's learning style.

Richard (2006) notes that getting your hands on valuable teaching materials is not nearly as difficult as it can seem at first. The Internet has many resources for teachers, most of them free that can significantly increase the contents of your teaching toolbox. However, this is not easy for a school in an IDP camp such as NAKA. The school lacks most electronic support materials such as computers. Therefore, it would not be easy to access internet services.

4.8 Pupils views on insecurity

In order to establish whether insecurity influence pupils' participation, the respondents were asked to tick (✓) where applicable.

Table 4.8: Pupils' views on insecurity

	YES		NO	
	F	(%)	F	(%)
We are attacked in the camp at night	0	0	110	100
Community members sometimes attack us in school	0	0	110	100
We are attacked on our way to school	0	0	110	100
Some pupils miss school because of being attacked	0	0	110	100

The study findings indicated that 100 percent of the respondents disagreed that they were attacked at night in the camp , 100 percent disagreed that community members sometimes attacked them in school. 100 percent disagreed that they were attacked on the way to school. All the pupils interviewed 100 percent disagreed that some pupils missed school because of being attacked.

The study indicated that there were no incidences of attacks. This indicates that there is no insecurity both in the IDP camp and within the school. It was also noted that there was safety as the children went to and from the school. Unlike earlier on studies that indicated presence of insecurity in other IDP camps, the situation in Naka IDP Camp is quite different. This was attributed to the prevailing peace in the country after the end of post election violence 2007/2008 which was the origin of displacement that resulted into people settling in this specific IDP camp. Another factor was the presence of administration police post next to the school. The police post was erected during the crisis to reinforce security in the area. Insecurity is not a factor hindering pupils from participating in primary education in Naka IDP Camp.

4.9 Teachers views on insecurity

In order to determine whether insecurity influenced pupils' participation. Teachers were requested to rate using the scale of 5 to strongly agree, 4 to agree, 3 undecided, 2 disagree and 1 to strongly disagree.

Table 4.9: Teachers views on insecurity

	SA	A	UD	D	SD	Total
	(%)	(%)	(%)	(%)	(%)	(%)
Some pupils do not attend school because of being attacked on the way to school.	0	0	13	22	65	100
The school has ever been attacked by unknown persons during the day	0	0	0	35	65	100
Pupils complain of frequent attacks by unknown people while in the camp	0	0	0	35	65	100
Pupils are escorted to school by their parents.	0	0	0	43	57	100

The study findings indicated that , 65 percent strongly disagreed that some pupils' missed school because of being attacked on the way to school, 22 percent disagreed and 13 percent were undecided . 65 percent strongly disagreed that unknown persons attacked school during the day, 35 percent disagreed. 35 percent disagreed that pupils complained of frequent attacks by unknown people in the camp and 65 percent strongly disagreed. 57 percent strongly disagreed that pupils' are escorted to school by their parents and 43 percent disagreed .

The study findings indicated that there were no problems associated with insecurity in the area. Unlike other countries, such as Sudan , Iraq, Angola and Democratic Republic of Congo wher insecurity is a great challenge in pupil participation in

education UNHCR (2011), the situation is quite different in Naka IDP camp since there were no cases reported on violence. Therefore insecurity was not a factor that hindered pupil participation in education in Naka IDP camp.

4.10 Analysis of the camp managers interview

The study findings indicated that some people did not attend school all the time as expected. This was attributed to the high poverty levels of the families living in the IDP camps. The families are very poor as they lack established sources of income and therefore they depended on government rations which are hard to come by. It was established that satisfying one's need was very difficult so pupils' were forced to accompany their parents to work on people's farms for payment. The little money earned was not enough to cater for all their needs. Other pupils failed to go to school due to lack of school uniform and other monies needed by the school such as examination fee. The study findings indicated that there were no reported cases of pupils being attacked to and from school and also in the camp. Therefore there was no insecurity in the school and the camp. It was established that the school is approximately 4 km from the camp, however, there were no complaints associated with the distance. The sanitation facilities were stationed about 500m from the "houses", the distance scared children and women visiting the facilities especially at night therefore they relieved themselves anywhere and it caused a great health risk from contamination of food and water. It was also established that there was no water in the camp. Residents spent a lot of time in search of water from the neighbourhood and the stream which is over 60km from the camp. This contributed to absenteeism and eventual dropping out of school.

4.11 Analysis of the head teacher's interview

The study findings indicated that all the teachers in the school were trained and employed by the Teachers Service Commission. However, the number was inadequate as the teacher pupil ratio was 1:60 instead of the stipulated ratio of 1:40. The physical facilities were also inadequate. The school lacked adequate classrooms, leading to congestion and overcrowding in the rooms. There was no library and it interfered with pupils private studies when expected to visit the library. The pupils had enough security to participate in learning fully.

The school enrolment rates had gone up in the last five years. Reduction of dropout rates had been recovered and also transition rates had tremendously improved. It was observed that the influx of pupils from Naka IDP camp had overstretched the resources. The teacher pupil ratio went up, congestion in classrooms was witnessed, desks were overcrowded beyond limit as the IDP pupils did not come to school with any desks. Since the influx of IDP pupils into the school, there hasn't been any classrooms that have been added. All the above factors had a negative influence.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND THE RECOMMENDATIONS

5.1 Introduction

This chapter gives a summary of the research findings, conclusions, recommendations and suggested areas for further research.

5.2 Summary of the study

The purpose of the study was to investigate factors influencing pupils' participation in primary education in Naka IDP Camp in Uasin Gishu County. The study's objectives were:- to establish the extent to which availability of trained teachers influence pupils participation in primary education in Naka IDP Camp, to determine the extent to which availability of physical facilities influence pupils participation in primary education in Naka IDP camp, to determine the extent to which teaching and learning materials influence pupils' participation in primary education in Naka IDP camp, to determine the influence of insecurity in the camp on pupils's participation in education in Naka IDP camp.

After the post election violence which occurred in Kenya during 2007 / 2008, many people were displaced from their homes and settled in IDP camps. Education of the pupils was affected due to the loss incurred after displacement. Everybody is entitled to education irrespective of the circumstances. Children living in camps should have an access to education. While in the camp, they experience many challenges. There is lack of adequate trained teachers, insufficient physical facilities, inadequate teaching and learning resources. This is why the study was carried out to establish the limiting factors towards participation of pupils in primary education in IDP camps.

the study reviewed both theoretical and empirical literature where factors influencing pupils' participation were discussed. The study adopted case study design.

The target population comprised teachers , pupils, the headteacher and camp managers. The teachers were 23, 1 head teacher, 4 camp managers and and 1101pupils . The total number of respondents was 1129.

The sample size was 138 respondents. I headteacher teacher, 4 camp managers, 23 teachers and 110 pupils. Descriptive statistic was used to analyze, quantitative data while qualitative data generated from interview schedules was interpreted based on the notes written by the researcher.

The study findings indicated that, all the teaches available in the school were trained and qualified, however the number was inadequate. Also the available physical facilities were not adequate. The classrooms were not adequate, pit latrines were not adequate and the play ground was insufficient.

It was concluded that there were no repeated cases of insecurity. There was peace in the area;therefore this was not one of the challenges that hindered participation in education.

It was recommended from the research findings that the government to ensure more teachers and trained and recruited according to the demand in various institutions.

5.3 Major findings of the study

The findings of the study were based on the objectives of the study.

5.3.1 Findings of the study based on availability of trained teachers

It was established from all the respondents, the available teachers were all trained and qualified. Therefore, their level of training did not have any negative effect on the

participation of pupils in education. Unanimously agreed upon was the inadequacy of the available teachers. The number of teachers was low compared to the number of pupils. The teacher pupil ratio was 1:60 instead of the stipulated ratio of 1:40 in primary school.

The inadequate number of teachers translated to increased workload for the teachers. This had negative impact on both the teacher and the pupils. The teachers were overworked leading to fatigue and demoralization. On the other hand, pupils did not receive the required personal contact with the teacher due to large class numbers. From the findings, it was also established that though the number of teachers in the school was low, the school did not employ teachers to assist in teaching. This was due to lack of funds to support the programme.

5.3.2 Findings based on availability of physical facilities

It was established that some of the physical facilities such as inadequate classrooms, insufficient playground, inadequate pit latrines for both boys and girls and lack of a school library affected the pupils negatively. However, it was established that the school had adequate drinking water provided by development partners.

5.3.3. Findings based on availability of teaching and learning materials

From the research findings, it was revealed that teaching and learning resources such as text book were provided to the pupils but not at the ratio of 1:1. Pupils shared a text book up to 3 and more pupils per book. This affected the pupils especially when they had to carry home work after school. Teachers received enough stationery like pens and pieces of chalk. These are the very basics which must be availed for any

learning and teaching to take place. Other support materials such as teaching aids, overhead projectors, radios, television and teaching aid were hard to come by. This had a negative impact on effective service delivery.

5.3.4. Findings based on insecurity in the camp

The research findings established that there were no reported cases of insecurity either inside the school, on the way home and in the camp whether during the day or at night. Therefore, there was no insecurity and this did not have any effect on pupils participation in education.

However, it was established from the camp managers' report that due to rampant poverty in the camp, the residents lacked most basic needs such as food, water and clothing. This made pupils accompany their parents in search of means of livelihood which led to chronic absenteeism by most pupils. Others dropped out of school altogether. Parents could not afford little funds required by the school administration and even school uniform. This kept pupils away from the school. Scarcity of water in the camp was a major problem. Residents had to spend a lot of time in search of water which was available some several kilometres away from the camp. Therefore, most pupils had to miss school in search of water. This had negative impact in their participation in learning. General sanitation in the camp was reported to be a big challenge. The pit latrines were few and several metres away from the houses. Consequently, children who could not have the courage to visit them at night, would relieve themselves just outside. This posed a great health risks such as outbreak of cholera.

5.4 Conclusions of the findings

The conclusion was drawn from the findings based on the research objectives.

The number of trained and qualified teachers was inadequate. It had a negative implication on pupil's participation in education.

The available physical facilities were inadequate. Inadequate classrooms led to over crowding in the room. Lack of school library hindered pupil's private studies. Lack of adequate pit – latrines affected mostly girls during their menstruation period. There were long queues outside the latrine even during lesson time. This resulted into time wastage. Lack of sufficient play ground limited pupils from participating in a variety of games.

The significant teaching and learning materials that affected learning were insufficient support materials such as teaching aids, radios, over-head projectors, computers and television. Also insufficient text book per pupil affected learning though not to a very great extent. Finally , lack of basic needs such as food, clothing, money and water in the camp affected pupils negatively by causing absenteeism and eventually dropping out of school.

The findings indicated that there was no incident of insecurity either in the school or in the camp. Therefore, pupils' participation in education was not affected in any way by insecurity.

5.5 Recommendations

Education is a basic human right. It should be provided to all individuals at all times including during a crisis or an emergency. In order to ensure effective pupils'

participation in primary education in IDP camps, the researcher makes the following recommendations.

- i. The government in partnership with other development partners should ensure adequate teachers are recruited to meet the demands of increasing number of pupils.
- ii. The government should ensure that the schools are provided with adequate physical facilities. The community members should provide land for expanding the schools .
- iii. The government together with other development partners should support schools towards education for the displaced children through provision of adequate teaching and learning resources.
- iv. The government and the community members should provide necessary support to the internally displaced persons in the camp to improve their livelihood and earn a meaningful living.

5.6. Suggestions for further studies

- i. The study only looked at primary education, there is need to carry out a study across other institutions like secondary schools, tertiary institutions and even institutions of higher learning.
- ii. The study only dealt with factors affecting pupils in general; there is need for another study into education of girls since they seemed to be the most vulnerable group during crisis.

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APPENDICES

Appendix I: Letter of Introduction

The Head teacher

Gitwe Primary school

Dear Sir/Madam,

RE: PERMISSION TO COLLECT DATA IN YOUR SCHOOL

I am a student at University of Nairobi currently pursuing a Masters' degree in Education. I am carrying out a study on the "Factors affecting pupils' participation in primary education in Naka IDP camp in Eldoret- Uasin Gishu, Kenya" Your school has been selected for the study. The purpose of this letter is to request you to kindly allow me to carry out the study in your school. I assure you that the information given will be treated with utmost confidentiality. Please try to be as honest as possible in your responses and ensure that you attempt all questions.

Yours faithfully,

Lucy Kanario

Appendix II: Questionnaire to the teachers

This questionnaire has four sections. You are required to answer all questions as per the instructions. All the information you give will be handled confidentially. Please tick () in your preferred choices.

SECTION A: Demographic Information

Kindly fill in the blank spaces and tick where appropriate.

SECTION B: Specific information

Kindly rate the extent to which you agree with the following statements by ticking where appropriate.

Section A: Demography questions

Tick or write answers in full where applicable.

1. Age?

Above 40 years [] 35 – 40 years [] 30 - 35years []

Below 30 yeas []

2. Gender?

Male [] Female []

3. What is the highest level of education?

Graduate (degree) [] Diploma []

P1 [] P2 []

Others (specify)_____

4. Who is your employer?

TSC []

PTA []

5. How long have you been in the teaching profession?

Less than 5 years []

Between 5 – 10 years []

Over 10 years []

6. What is your work load?

Less than 10 lessons []

10 – 20 lessons []

Above 20 lessons []

SECTION B: Availability of trained teachers

i. Kindly rate the extent to which you agree with the following statements on the availability of trained teachers.

Key - 5- Strongly Agree, 4- Agree, 3 – Undecided, 2- Disagree, 1- Strongly Disagree

	Availability of trained teachers	5	4	3	2	1
a	All teachers in the school are TSC teachers					
b	The school hires community member to assist in teaching					
c	Some subjects have no specific teachers					

SECTION C: Physical facilities

ii. Kindly rate the extent to which you agree with the following statements on school facilities

Key - 5- Strongly Agree, 4- Agree, 3 – Undecided, 2- Disagree, 1- Strongly Disagree

	School Facilities	5	4	3	2	1
a	The school has enough classrooms					
b	The school has enough pit latrines					
c	The school has a library					
d.	The school has sufficient play grounds					
e	The school has sufficient clean drinking water					

SECTION D: Availability of teaching and learning resource

- i. Kindly rate the extent to which you agree with the following statements on the availability of teaching and learning resources.

Key - 5- Strongly Agree, 4- Agree, 3 – Undecided, 2- Disagree, 1- Strongly Disagree

	Availability of teaching and learning resources	5	4	3	2	1
a	The school provides enough text books to pupils					
b	The school provides pens and chalk to teachers					
c	Teachers receive teaching aids, radio to support teaching					
d	Each pupil has his/her own text book					

SECTION 5: Security

- i. Kindly rate the extent to which you agree with the following statements on security

	Insecurity	5	4	3	2	1
a	Some pupils do not attend school because of being attacked on the way to school					
b	The school has never been attacked by unknown persons during the day					
c	Pupils complain of frequent attacks by unknown people while in the camp					
d	Pupils are escorted to school by their parents					

Appendix III: Questionnaire for pupils

Kindly answer all the questions as per the instructions. Do not write your name. please tick in your preferred choice. The information you give will be kept confidentially.

Kindly fill in the blank spaces by ticking where appropriate.

- i. Class: _____
- ii. Are you a student from the IDP camp?
Yes [] No []
- iii. Number of years you have been in this school: _____

Kindly fill by ticking the responses that you agree with		Yes	No
Physical facilities			
a)	The school has enough classes		
b)	The school has sufficient play ground		
c)	The school has a library		
Teaching and learning materials			
a)	The school provides us with text books		
b)	The school has sufficient chalks and blackboard		
c)	Support materials are available for teaching		
Security			
a)	We are attacked in the camp at night		
b)	Community members sometime attack us in school		
c)	We are attacked on our way to school		

Appendix IV: Interview schedule for the head teacher

i. Are all teachers in your school trained and qualified?

ii. Do you experience any problems of staffing in your school?

iii. What is the teacher/pupil ration in your school?

iv. Are the physical facilities adequate in your school?

v. How does the availability of teaching and learning materials affect pupils

participation in education in your school.

vi. Are there incidences of insecurity in the school and outside the school?

vii. What are the effects of insecurity in the school and outside the school on pupil's attendance to school?

viii. How does the presence of IDP pupil affect learning in your school in terms of:

- a) Teacher pupil ration
- b) Learning and teaching resources
- c) Physical facilities

ix. Comment on transition rates and enrolment rates in your school

Appendix IV: Interview schedule with camp managers.

i. Do you think there are pupils who do not attend schools?

ii. What do you think are some of the reasons that hinder them from going to school?

iii. Do you experience any cases of insecurity in the camp?

iv. What type of insecurity is experienced?

v. Has any pupil ever reported of being attacked on the way to and from school?

vi. If yes, give suggestions to improve the situation

vii. How far are the sanitations from the area of residence?

viii. Does the distance pose any security threat at night?

ix. How far is the school from the camp?

x. Do pupils complain about the distance?

xi. Are there any cases of insecurity associated with the distance?
