

**EFFECTS OF CATTLE RUSTLING ON PUPILS' PARTICIPATION IN  
PRIMARY SCHOOLS IN KAPEDO NAPEITOM WARD, TURKANA  
EAST SUB COUNTY, KENYA.**

**BY**

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THE AWARD OF DEGREE OF MASTER OF EDUCATION  
(SOCIOLOGY OF EDUCATION).**

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## DECLARATION

This Research Project is my original work and has not been presented for a Degree award in any other University.

Signature Lomeyan Benjamin Ewoi Date 23/11/2015  
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E56/63541/2013

## Supervisor's Approval

This Research Project has been submitted to the university with my approval as the University Supervisor.

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## **DEDICATION**

This research is dedicated to my late grandmother, Amerukwa Aletia for mentoring me into the world of Education. It is also dedicated to my wife Jane, daughter Livia, sons Lokeor and Lomeyan Junior and my mother Ayanae Lopai for their encouragement and inspiration during the study.

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**TABLE OF CONTENTS**

Declaration..... ii

Acknowledgements..... iv

List of Tables ..... ix

List of Figures..... xi

List of Acronyms and Abbreviations..... xii

Abstract..... xiii

**CHAPTER ONE ..... 1**

**INTRODUCTION ..... 1**

1.1 Background to the Study ..... 1

1.2 Statement of the Problem.....5

1.3 Purpose of the Study .....6

1.4 Objectives of the Study.....6

1.5 Research Questions.....6

1.6 Significance of the Study .....7

1.7 Scope of the study.....7

1.8 Limitations of the Study .....8

1.9 Assumptions of the Study.....8

1.9.1 Definitions of Operational Terms.....8

<b>CHAPTER TWO</b> .....	10
<b>REVIEW OF RELATED LITERATURE</b> .....	10
2.0 Introduction.....	10
2.1 An overview of cattle rustling from a global perspective.....	10
2.2 Effects of Cattle Rustling on Syllabus Coverage .....	11
2.3 Effects of Cattle Rustling on Pupil Retention Rate .....	13
2.4 Effects of Cattle Rustling on Class Attendance.....	15
2.5 Recommendations based on possible measures that should be taken to minimize cattle rustling. ....	17
2.6 The Conceptual Framework .....	17
<b>CHAPTER THREE</b> .....	19
<b>RESEARCH METHODOLOGY</b> .....	19
3.1 Research Design .....	19
3.1.1 Research Variables .....	19
3.2 Study Site.....	20
3.3 Target Population.....	20
3.4 Sampling Procedure and Sample Size .....	21
3.5 Research Instruments.....	21
3.6 Pilot Study .....	22

3.7	Reliability .....	22
3.8	Validity of the Research .....	23
3.9	Data Collecting Procedures .....	23
3.9.1	Ethical Considerations and Logistical Considerations .....	23
3.9.2	Data Analysis Techniques .....	23
<b>CHAPTER FOUR .....</b>		<b>25</b>
<b>DATA ANALYSIS, RESULTS AND DISCUSSIONS .....</b>		<b>25</b>
4.0	Introduction.....	25
4.1	Demographic Information .....	26
4.2	Effects of Cattle Rustling on Syllabus Coverage .....	28
4.2.1	Opinion of teachers on syllabus coverage .....	29
4.3	Effects of Cattle Rustling on Pupil Retention Rates.....	34
4.4	Effects of Cattle Rustling on class Attendance.....	41
4.5	Initiatives teachers are taking to improve pupils' participation in school. ....	46
4.6	Teachers overall recommendations/suggestions on how the problem of cattle rustling can be tackled so as to improve pupils' participation in their school. ....	47
4.7	Pupils overall recommendations/suggestions on how the problem of cattle rustling can be tackled so as to improve their participation in school. ....	49

<b>CHAPTER FIVE .....</b>	<b>51</b>
<b>SUMMARY, CONCLUSION AND RECOMMEDATIONS .....</b>	<b>51</b>
5.0 Introduction.....	51
5.1 Summary of the major findings .....	51
5.2 Conclusion .....	55
5.3 Recommendations of the study.....	55
5.3.1 Recommendations for policy intervention.....	55
5.3.2 Recommendation for further studies .....	57
<b>REFERENCES .....</b>	<b>59</b>
Appendix I: Questionnaire for Teachers.....	62
Appendix II: Questionnaire for Standard Seven Pupils.....	66
Appendix III: Letter to the Sub County Education Officer .....	70
Appendix IV: Research Permit .....	71
Appendix V: Research Authorization.....	72



## LIST OF TABLES

Table 1.1: Primary School Enrolment .....	4
Table 4.2: Opinion of teachers on syllabus coverage .....	29
Table 4.1: Opinion of teachers about frequency of cattle rustling around the school .....	28
Table 4.3: Pupils' opinion of any teacher who has left or transferred from the school due to cattle rustling effects.....	30
Table 4.4: Teachers' reasons that make pupils not be retained in school leading to dropout. ....	31
Table 4.5: Pupils' response on factors influencing participation in school.....	32
Table 4.6: Teachers' responses on participation in school.....	32
Table 4.7: Average distance walked by pupil to school from home. ....	34
Table 4.8: Average distance walked by teacher to school from home. ....	35
Table 4.9: Opinion of Pupils' on whether their parents have been affected by insecurity due to cattle rustling.....	36
Table 4.10: Opinion of the pupils' if they know of any pupil who has left or dropped out of school due to cattle rustling effects. ....	37
Table 4.11: Pupils' response on Pupil Retention Rates and factors affecting pupil participation in school.....	38

Table 4.12: Teachers’ response on Pupils’ Retention Rates and pupils’ participation in school.....39

Table 4.13: Pupils’ response on how often pupils they miss school due to insecurity caused by cattle rustling.....41

Table 4.14: Opinion of teachers on how often pupils miss classes in their school. ....42

Table 4.15: Pupils duration of stay at home after a cattle rustling incidence. ....43

Table 4.16: Teachers’ response on factors affecting pupils’ participation in school. ....45

## LIST OF FIGURES

Figure2.1: Conceptual framework showing the relationship between selected factors and particular variable in primary school.....	18
Figure 4.1: Age of class seven pupils.....	26
Figure 4.2: Duration served by teacher in school affected by cattle rustling .....	27
Figure 4.3: Pupil's responses on class attendance and factors affecting pupil participation in school.....	44

## **LIST OF ACRONYMS AND ABBREVIATIONS**

<b>ASAL</b>	<b>:</b>	Arid and Semi-Arid lands
<b>EFA</b>	<b>:</b>	Education for All
<b>SEO</b>	<b>:</b>	Sub county Education Officer
<b>SDGs</b>	<b>:</b>	Sustainable Development Goals
<b>FPE</b>	<b>:</b>	Free Primary Education
<b>UNICEF</b>	<b>:</b>	United Nations International Children’s Education Fund
<b>UNESCO</b>	<b>:</b>	United Nations Educational, Scientific and Cultural Organization
<b>KCPE</b>	<b>:</b>	Kenya Certificate of Primary Education
<b>G.O.K</b>	<b>:</b>	Government of Kenya

## ABSTRACT

The purpose of the research was to investigate the effects of cattle rustling on pupils' participation in primary schools in Kapedo Napeitom Ward, Turkana East Sub County. The study sought to achieve four objectives. These were to determine effect of cattle rustling on syllabus coverage by pupils in the primary schools in Kapedo Napeitom Ward, Turkana East Sub County, to establish the cattle rustling effect on retention rate of pupils in the primary schools and to find out effect of cattle rustling on class attendance, and make recommendations on the possible measures to be taken to minimize cattle rustling and to improve pupils' participation in primary school. The study focused on five schools; Kapedo mixed primary school, Kapedo Girls primary school, Lomelo primary school, Silale primary school and Napeitom primary school. A descriptive survey design was adapted. The main data collection instruments were questionnaires. There were questionnaires for teachers and standard seven pupils. Prior to the actual study a pilot study was done to test the validity and reliability of the research instruments. Data was analyzed and tabulated using descriptive statistics generated from the Statistical Package for Social Sciences (S.P.S.S). The study established that pupils' participation in primary schools in Kapedo Napeitom Turkana East Sub County was adversely affected cattle rustling. The study recommends improved security to both pupils and parents to improve pupils' participation in primary schools.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Study

The United Nations Universal Declaration of Human Rights (1948), Article 26 provides everyone the right to education. The Kenya Constitution, 2010 under Article 53 1(b) also provides for free and compulsory basic education as a human right to every Kenyan child. Kenya is a signatory to other international declarations such as the Jomtein Conference (1990) on Education for All (EFA), (Unesco, 2000). These commitments to education cannot be achieved if children in regions prone to insecurity fail to participate in school and attain an education. An estimated 50 per cent of out-of-school children of primary school age live in conflict-affected areas (United Nations 2015). This then denies them an opportunity that is crucial to their own personal development and that of the society which they live in. Pupils are part of this society and are a future national resource of any nation which is conscious of development as stipulated in the new Sustainable Development Goals (SDG's). In Kenya this necessitates studying keenly education in such insecurity prone areas such as Turkana County in order to understand the effects of such insecurity such as cattle rustling to pupil's participation in primary schools and how they could possibly be assisted.

The five schools under this study; Kapedo mixed primary school, Kapedo Girls primary school, Lomelo primary school, Silale primary school and Napeitom primary school lie in the insecurity prone area of Kapedo in Turkana East Sub County. All the five schools are under the Ministry of Education and offer Free Primary Education (FPE) and also register pupils for Kenya Certificate of Primary Education (KCPE). This area has been over the last few years been increasingly having incidences of insecurity majorly emerging from cattle rustling related attacks to the extent that security officers and teachers have been attacked as well with some suffering fatalities. The cattle rustling is primarily alleged to pity raids and counter raids or reprisal attacks between the Turkana community and the neighbouring Pokot community though this needs to be thoroughly established as it is sometimes politicized. Pastoralists derive their livelihoods mainly from natural resources such as pasture, water, natural vegetation and livestock (Oketch, 2008). In Kenya they sometimes move from one area to another in search of water and pasture for their livestock. Their movements are not restricted to one area and sometimes cross borders to other countries. They also move into and out of the neighbouring countries such as Sudan and Uganda. However, the dwindling pasture due to the persistent droughts, have left the community to fight for the scarce resources with their neighbouring communities causing insecurity which result into frequent disruption of the learning process by pupils as schools are often shut down due to cattle rustling (Achoka and Maiyo, 2011).

Primary school pupils in these areas are affected by the problem of cattle rustling first hand as almost all of them are born and raised in this area. They from time to time see their parents, relatives, neighbours and even themselves being affected by this menace

sometimes in quick succession. This then does not provide a conducive environment for learning as schools are sometimes closed often leading to dropouts, teachers are gripped with insecurity and some transfer from the area especially those who are not indigenous residents of the area. Staffing of new teachers is a problem as few Kenyans want to be deployed there and class attendance equally suffers as pupils have to trek daily to and from the schools exposing themselves to the bandits gunfire. Daily class attendance of pupils in school is a question that arises as cattle rustling creates an environment that is not conducive to classroom learning. This raises pertinent questions as to whether the syllabus is adequately covered in such an environment of fear, disruptions and constant closure of schools due to cattle rustling. Teachers are also constrained and many times being equally affected themselves, cannot ensure that the pupils attended class as required. Consequently syllabus coverage is likely to suffer. The retention rates of pupils in school is equally likely to be affected as their presence and daily participation is hampered by the cattle rustling problem which gives challenges that are beyond the pupils intervention sometimes leading to frustration and subsequent dropping out of school. A critical look at the enrolment rates of the five primary schools under this study between the years 2010 and 2014 indicate that the enrolment rate has been steadily declining in all the fore mentioned schools. The five school's enrolment rates are as shown in the Table 1.1



**Table 1.1: Primary School Enrolment**

Year/School	2014	2013	2012	2011	2010
Kapedo Mixed primary school	391	400	414	418	439
Kapedo Girls Primary School	250	266	296	311	314
Lomelo Primary school	320	392	414	457	505
Silale Primary School	136	148	170	200	298
Napeitom Primary School	115	124	177	242	268

**Source: Turkana East Sub County Education Office.**

The results in table 1.1 show that school enrolment for each of the schools dropped considerably with Lomelo primary school recording the highest drop at 185 pupils over the five year period under review. This is a disturbing trend as it would be assumed that the converse ought to be happening in this area and arise in enrolment numbers registered. This then is a situation that needed to be studied, and just like other ASAL counties in Kenya, education in Turkana has continued to lag behind with little care from the stakeholders to address them (Achoka, 2007). It is in the interest of holistic development of Kenya as a country and Turkana County education that pupils affected by cattle rustling children be given a fresh look and effects that arise from cattle rustling which hinder pupils' participation in primary school be identified and tackled in a comprehensive manner so as to enhance the achievement of the EFA goal. It is against this background that this study was undertaken to have a closer look at the effects of cattle rustling on pupil's participation in school in Kapedo's Napeitom Ward, Turkana

County. This effect were examined under Syllabus coverage, Pupil Retention rates and Class attendance.

## **1.2 Statement of the Problem**

The discussions in the background have raised a number of issues that face primary school pupils in Turkana in their quest to participate in school. The extent of the effects of cattle rustling on pupil's participation in primary schools in pastoral areas especially in Turkana Kenya has been an ongoing concern and never ending trend whose dynamics keeps on changing over the years. There is constant disruptions of the learning process every time an attack happens. Schools are closed, pupils are gripped with fear thus not able to attend classes properly. Teachers are equally affected as when and this happens, the learning environment is not conducive some teachers have transferred from the area as they fear for their lives as some have indeed been killed. Pupils are likely not to cover the syllabus because of constant interruptions from cattle rustling and its spill over effects, that is retention rates in school is likely to be lower as pupil stay away from school due to fear of being caught by gunshots from bandits crossfire, class attendance becomes hindered and some pupils drop out of school altogether. Table 1.1 clearly show that there is a problem as the total enrolment numbers has been decreasing in the five schools of study for the last five years. This study therefore sought to study the effects of cattle rustling on pupils' participation in primary schools in Kapedo Napeitom Ward, Turkana East Sub County, Kenya. The study focused on five primary schools; Kapedo mixed primary school, Kapedo Girls primary school, Lomelo primary school, Silale primary school and Napeitom primary school.

### **1.3 Purpose of the Study**

The purpose of this research was to study the effects of cattle rustling on pupils' participation in primary schools in Kapedo Napeitom ward, Turkana East Sub County, Kenya.

### **1.4 Objectives of the Study**

The study was based on the following objectives;

- i. To determine the effects of cattle rustling on syllabus coverage by pupils in the primary schools in Kapedo Napeitom Ward, Turkana East Sub County.
- ii. To establish the effects of cattle rustling on retention rate of pupils in the primary schools in Kapedo Napeitom Ward, Turkana East Sub County.
- iii. To establish the effects of cattle rustling on class attendance of pupils in the primary schools in Kapedo Napeitom Ward, Turkana East Sub County.
- iv. To make recommendations based on possible measures that should be taken to minimize cattle rustling and improve pupils' participation in primary schools.

### **1.5 Research Questions**

The study sought to answer the following research questions.

- i. What is the effects of cattle rustling on syllabus coverage by pupils in the primary schools in Kapedo Napeitom Ward, Turkana East Sub County?
- ii. What is the effects of cattle rustling on retention rate of pupils in the primary schools in Kapedo Napeitom Ward, Turkana East Sub County?

- iii. What is the effects of cattle rustling on class attendance of pupils in the primary schools in Kapedo Napeitom Ward, Turkana East Sub County?
- iv. What are the possible steps that can be taken to minimize cattle rustling and improve pupils' participation in banditry prove area in Kenya?

### **1.6 Significance of the Study**

The findings of the study are envisaged to contribute knowledge on how insecurity and particularly cattle rustling affects pupils in primary schools in Turkana County. This is important to government, policy makers and other stakeholders in the education process on this will that appropriate strategies are put in place to stop or minimize cattle rustling. The ministry of education science and technology may use the finding of this study to strengthen the department of guidance and counselling in primary school, by appointed qualified counsellors to deal with post trauma effects as a result of cattle rustling. This information will be useful for planning successful strategies or even invention on cattle rustling reduction. Finally other scholars and researchers would conduct further related studies regarding education in cattle rustling prone areas as the problem is changing face every other day and involves local politics, modern weaponry among other.

### **1.7 Scope of the study**

The study was carried out in five selected primary schools in Kapedo Napeitom Ward, Turkana East Sub County. The schools are Kapedo mixed primary school, Kapedo Girls primary school, Lomelo primary school, Silale primary school and Napeitom primary school. The respondents were teachers, and pupils.

## **1.8 Limitations of the Study**

This study was limited to 5 primary schools in the county as the distance between one school and the other is far due to the terrain of the Sub County being hilly and bushy with harsh temperature conditions. Insecurity might also be a hindrance to data collection as the area is prone to insecurity. To overcome the limitations, the researcher sought travel and security arrangements from the nearby police posts to ease these limitations. It was not possible to cover the opinion of parents and other stakeholders in education because tracing them would require commendable time, resources and other logistics.

## **1.9 Assumptions of the Study**

It was assumed that the sampled schools represented the entire population. It was also assumed that all respondents would be cooperative and provide reliable information given that some of them might have been victims of this problem. It was also assumed that teachers and students in the selected schools had the same social economic background.

### **1.9.1 Definitions of Operational Terms**

**Cattle rustling:** refers to the act of forcibly taking away people's livestock. It occurs anytime without the knowledge of the inhabitant.

**Community:** refers to all the members living in and with the school environment.

**Conducive environment:** refers to the state in which peaceful conditions prevail within the surrounding of the school and the community.

**Dropout:** refers to stopping to attend school of a pupil who had been enrolled in a certain school before completing a course for example; eight years primary course.

**Enrolments:** refers to the number of children registered in a school.

**Insecurity:** refers to the threat state that exists in the environment caused by cattle rustling within the school and environment.

**Participation:** refers to all the procedures and activities systemically undertaken in and outside the school to ensure that learners effectively acquire and develop knowledge, skills, values and attitudes.

**Pastoralism:** refers to the practice whose main ideology and production strategy is the herding of livestock on an extensive base or in combination with some form of agricultural activity.

**Retention rate:** Refers to the proportion of pupil enrolment in any school year that continues to be in school the following year and in this study refers to a state where registered school pupils progress from pre-primary to standard eight without dropping out of school.

**Rustling:** refers to armed attacks by one group on another with the purpose of stealing livestock and not necessarily for purposes of territorial expansion.

**Stakeholders:** Refers to these are the key individuals who contribute mainly to education programs. They include teachers, students, parents and the private sector.

**Pupil attendance:** refers to both daily going to school of a pupil and available in class to learn.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.0 Introduction**

This chapter contains a review of related literature on effects of cattle rustling on pupils' participation in primary schools in Kenya, Africa and across the globe. This has been done as per the objectives of the study.

#### **2.1 An overview of cattle rustling from a global perspective**

Cattle rustling is an act of stealing cattle. In Australia, cattle rustling is often referred to as duffing, and the perpetrator as duffer. In North America especially in the cowboy culture, the cattle theft is dubbed 'rustling' and an individual who engage in it as 'rustler'. Cattle rustling is a major problem in rural areas of South Sudan with the state of Jonglei for example experiencing cattle raids that left around 600 people dead in August 2011. Cattle raiding became a major issue at the end of the 19<sup>th</sup> century in Argentina, where cattle stolen during malones were taken through Rastrillada de los chilenos across the Andes, to Chile, where they were exchanged for alcoholic beverages and weapons. In Israel theft of sheep, goats and cows, along with tractors and irrigation equipment is one of the most difficult problems confronted by farmers. About 400 cases are reported annually in the north of the country. Most of the stolen livestock is taken to the West bank, quickly slaughtered and then smuggled back into Israel. In Kenya, it is an old habit among the pastoralists communities that has refused to die which originally was a customary means of livestock restocking where traditional weapons such as spears and

arrows were used. Today however, cattle rustling in Kenya has evolved with weapons used in this practice increasingly being modern and highly sophisticated. This has pitted mainly the Pokot, Turkana and Samburu nilotic populations in northern western Kenya each raiding and counter raiding the other community. Nowadays the stolen cattle sometimes find their way into slaughter houses in big cities in the country and this when not curbed completes the circuit leading to more raids, true to the premise that where there is demand, there will be supply. This new development has made cattle rustling a very profitable business, leading to its commercialization (Karanja, 2003).

## **2.2 Effects of Cattle Rustling on Syllabus Coverage**

Arid and Semi-Arid Lands (ASAL) constitute 84% of the total land mass in Kenya, or 24 million hectares (GoK 2007). The extent of aridity, coupled with demographic structures, shape the economic mainstay of these lands, which is nomadic pastoralism. Over the years learning in these areas has been facing a myriad of challenges one of which is cattle rustling. Syllabus coverage becomes an issue to both the teachers and pupils due to constant disruptions. Teachers posted by the government sometimes think of ways of transferring from the area and some indeed transfer despite being paid hardship allowance. The remote nature of some of the schools also makes teachers develop a negative attitude preferring to work in town. Despite financial incentives, good teachers usually prefer to teach in richer schools (Berg, 2008; Boyd, Lankford, and Wyckoff, 2002). These schools end up having majority of teachers who are employed by parents and Board of management some of who might not be well qualified. As much as these teachers might be locals, they equally get affected during cattle rustling incidences.



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 examinations. There is a skewed distribution of teachers in the country. Currently as most of the teachers who fled the northern parts of the country in the 2014/2015 wave of Al Shabaab attacks have not returned and could have transferred elsewhere. The atmosphere of cattle rustling especially in the Kapedo region only serves to compound the problem as insecurity is not the right environment to learn and possibly cover expected programmed syllabus. Learning requires a secure and conducive environment .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.

Violence in the cattle raiding areas is also likely to compromise the teacher's attitude towards working, diminishing their performance which is being reflected by the poor performance of the learners in the Turkana region schools in national examinations. On the same note some teachers, students and other staff like watchmen do lose their lives due to these frequent attacks. This instils fear for both teachers and students which entirely affects their delivery and performance respectively. Since 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 e.g. cases of cattle rustling adversely affecting syllabus coverage. Gemmelt

(1996) found that primary education is most important for economic growth in low income developing countries. For a long time the drought prone regions have lagged behind in terms of education as the transition rate to high school has also been very low as compared to other regions in the country (Ruto, Ongwenyi and Mugo, 2010). However, it needs to be mentioned that curbing or alleviating cattle rustling alone cannot singularly improve syllabus coverage.

### **2.3 Effects of Cattle Rustling on Pupil Retention Rate**

An analysis conducted to map schooling levels of all persons aged six and above indicates that only 32.3 % in drought prone areas in Kenya have ever enrolled in school against a national average of 76.8% (Kenya National Bureau of Statistics, 2008). In Central province for example, 92% percent of the population has attended school. Chivore (1986) views a dropout as a pupil who ceases to attend school either temporarily or permanently, before completing the given educational cycle. Many factors come into play for a pupil to stay in school from primary school to completion. Poverty is a factor that sometimes works against education though pupils from poor backgrounds have been known to perform well academically despite challenges arising from poverty. In Turkana, the poorest region in Kenya, 94% of the people live in poverty (Oxfam, 2008, Kenya Integrated Household Budget Survey 2006). Consequently, school enrolment is very low. The enrolment is even lower for the children of nomadic pastoralist families. Oxfam reported that while the national enrolment rate in 2008 was about 95%, for Turkana it was only 43% and less than 20% among the nomadic pastoralist communities. According to (Sachs, 2005) more than eight million people around the world die each year because

they are too poor to stay alive. The poorest of the poor currently stand at about one sixth of humanity. They live in extreme poverty and struggle daily for survival. It is almost evident that cultural factors, parental negligence and ignorance of their roles in education provision, poverty among the majority of parents and insecurity in Turkana County play a major role of hindering pupils' participation in school in the area. Poverty in itself can have disastrous effects on the academic achievement of the learners particularly at the lower levels (Morrison, 2010). The economic activities are incapable of sustaining livelihoods, as 13.3 percent of all adults in the arid areas live on help from local and international NGOs (UNESCO, 2010). This against the backdrop of cattle rustling has made it difficult for these parents to send and keep their children in schools, hence the low rate of enrolment. Cattle rustling is a vice not allowed by the laws of Kenya, therefore has proved not to be a viable option that can be sustained to educate pupils.

The lack of appreciation of pastoralist livelihoods and the general difficulty of providing formal schooling to people on the move, the retention of pupils in school has been a tall order as the schooling is more often than not interrupted. According to Sifuna (2005) and Krätli (2001) the culture of nomadic groups is largely communal as opposed to formal education, which in its presentation, focuses on the individual. Cultural factors have also been found to influence access and rate of completion of basic primary school (Nguyen and Wodon, 2012). Cultural practices such as cattle rustling among the pastoralist communities and early marriages among most African communities have been found to influence the dropout rate of the pupils from schools.

#### **2.4 Effects of Cattle Rustling on Class Attendance.**

Households in cattle rustling prone areas face many challenges as a result of constant cattle raids and consequent security operations. For example, a cattle raid may be followed by the death of a family member or relative, displacement of teachers and or pupils, loss of income and property income, closure of school or destruction of school property, loss of cattle which could have been used to pay children's school fees among others. These households include both those of pupils and teachers who then have to make decisions relating to daily school attendance, alternative survival measures, work, personal security etc. And selecting the best possible mix of livelihood options to maintain current and future well-being for themselves becomes an immediate concern for them. Indeed some of these knock-on effects are unforeseen and unexpected especially to some primary school pupils who could be too naïve to understand how they are affected educationally.

Turkana County is one of the poorest counties with major causes of poverty being harsh topography and climatic conditions, insecurity, cattle rustling and low school enrolment. The current education financing policy of Free Primary Education and the School Feeding Program which provides lunch for children in ASAL areas are good programs that should continue to be provided as they help keep pupils in school and subsequently in class. However during cattle rustling raids these programs become disturbed and implementing them in an atmosphere of insecurity becomes a challenge. A good example is the disruption of transport communication between Kapenguria and Lodwar towns sometimes becoming erratic during such incidences or security operation and food and

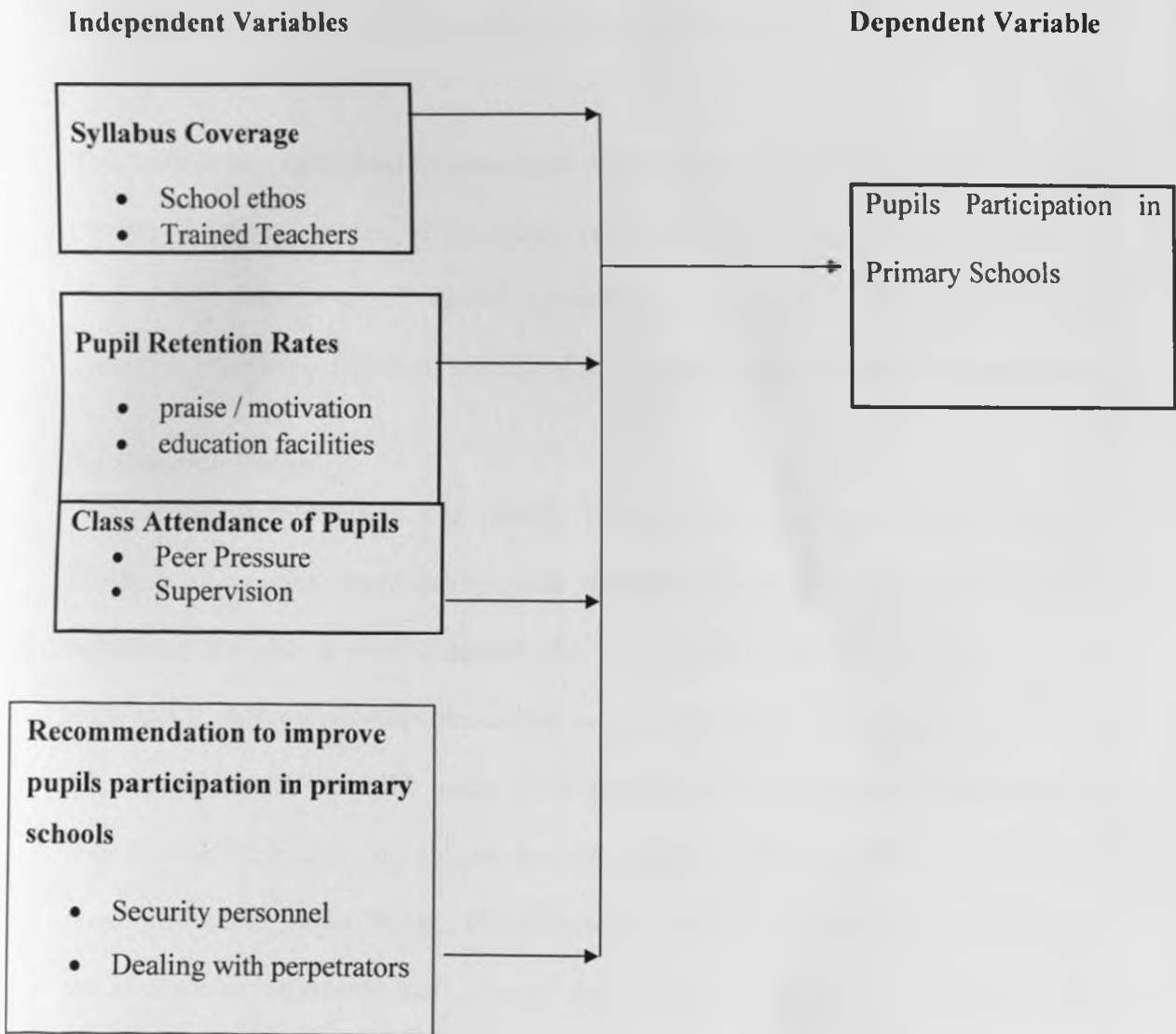
other provisions cannot reach the intended schools deep in remote and rural areas of Turkana. Pupils and teachers equally suffer and attendance of classes becomes irregular as they develop a wait and see attitude until when the area becomes safe for them to attend school classes again. The possible effect is that many pupils end up missing school, or outright dropping out when they don't receive food in school since they are dependent on this meal as their only assured food in a day. Regular attendance in class is therefore not guaranteed. It needs to be noted however that since the introduction of FPE many children have joined school thus improving school enrolments in this area whose gains are cut back when cattle rustling continues to thrive. On the backdrop of the foregoing, their challenging home background and that of their parents is likely to affect the erstwhile motivation to learn. Muola (1990) on the research on the effective of academic achievement, motivation and home environment on academic performance concurs that student's performance in education is highly dependent on a close relationship between a father's occupation and students' performance. The long distances may discourage the pupils and parents who value cattle keeping to education and drop out of school. The schools are scattered and the pupils have to walk long distances to access education. There also exist few Early Childhood Development centres in the area which can act as holding ground for school age going children who could not access primary school education around their area of residence. Provision of schools with adequate teachers coupled with provision of meals would be more beneficial and would see daily class attendance of pupils going up.

## **2.5 Recommendations based on possible measures that should be taken to minimize cattle rustling.**

It is important for the new County government of Turkana to work hard has regard to cattle rustling and needs to come up with pragmatic solutions on this problem and complement the National government efforts in curbing this problem. Going forward the County is fairly nowadays better funded under the county governments though it is still not enough but is better than what it received under the former Constitutional arrangement. Equally the new found oil resource needs to be exploited and some of the gains ploughed back to security and education in cattle rustling prone areas. It is also important for the government to beef up security personnel in this cattle rustling areas, and also come up with modality to deal with perpetrators of this menace so as to improve pupils' participation in primary schools.

## **2.6 The Conceptual Framework.**

Figure 2.1.presents the conceptual framework showing how various factors namely syllabus coverage, pupils relation rules and class attendance influence pupils participation in primary schools.



Source: Researcher 2015

**Figure2.1: Conceptual framework showing the relationship between selected factors pupils participation in primary schools.**

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

This chapter highlights the methodological details that was used for this study; research design, variables, location of the study, target population, sampling techniques and sample size, construction of research instruments, pilot study, validity, reliability, data collection procedures, logistical and ethical considerations and data analysis techniques.

#### **3.1 Research Design**

A descriptive survey design was used for this study. According to Bickman and Rog (1998) a descriptive study can provide information about the naturally occurring, behaviour, attitudes or other characteristics of a particular group. It was used for this study as the phenomenon of cattle rustling that is under study occurs naturally around the schools and its effects are felt in the wider society which pupils are part of. Surveys are used to obtain data from individuals about themselves, their households, or about larger social institutions (Rossi, Wright, and Anderson, 1983). The primary schools under study are also social institutions and a survey design was appropriate. The researcher also utilized this design as it is extremely efficient at providing information in a relatively brief period of time at low cost.

##### **3.1.1 Research Variables**

According to Gay (1961), independent variables are the inputs or causes which make a difference while the dependent variables are the 'effect' or output which is determined to



occur or not to occur. In this study, effects of cattle rustling are the independent variables which were studied to see if they influence pupils' participation. These are; syllabus coverage, retention rates of pupils in school, class attendance of pupils and recommendation based on possible measures that should be taken to minimize cattle rustling and improve pupils participation in primary schools . The dependent variable was pupils' participation which was studied to see if it was affected by afore mentioned factors.

### **3.2 Study Site**

The study was carried out in Kapedo Napeitom Ward, Turkana East Sub County. Kapedo Napeitom ward borders Lokori Ward to the North, Katilia Ward to the East, Nachola Ward in Samburu County to the south East, Tirioko ward to the west and Baringo County to the south. The region also falls under the arid and semi-arid areas (ASALS) that have few resources that can be tapped (Republic of Kenya 1999). The main economic activities include pastoralism, agriculture, mat making and basketry. The reason for choosing this site was because it's the epicentre of worst cattle rustling incidences in the recent past in Kenya.

### **3.3 Target Population**

According to Mugenda (1999), a target population is a complete set of individuals, cases, or objects with some common observable characteristics. The target population constituted all the teachers and class seven pupils of the five primary schools namely; Kapedo mixed primary school, Kapedo Girls primary school, Lomelo primary school, Silale primary school and Napeitom primary school. The population was found suitable

as they live in the epicentre of this cattle rustling prone area and are more likely to answer questionnaires on effects affecting pupils' participation in primary schools in relation to cattle rustling. The target population consisted of 385 participants; 35 teachers, the five head teachers inclusive, and 350 standard seven pupils.

### **3.4 Sampling Procedure and Sample Size**

Sampling is the process of selecting individuals for a study to represent the whole population, Gay (1987). Random sampling was used to obtain a representative sample. The researcher selected randomly 35 teachers and 350 class 7 pupils from the five primary schools. This was on the basis that they live in this cattle rustling prone area and are directly affected thus able to give first hand, accurate, unbiased and reliable information. Class 7 pupils are also fairly literate and could answer questionnaires. The total sample consisted of 385 respondents.

### **3.5 Research Instruments**

The questionnaire was used to collection of data. According to Leary (1995), there are distinct advantages in using a questionnaire because they are less expensive and easier to administer and they lend themselves to group administration. They also allow confidentiality to be assured. Using questionnaire often anonymity in the respondents encourages fullfilness and give the respondent adequate time to think through the questions, which is not normal with interviewer.

There was a questionnaire for teachers and standard seven pupils. Questionnaires had both closed and open ended questions (Oso and Onen, 2009). The questionnaires were formulated to provide information which helped answer the research questions.

### **3.6 Pilot Study**

The pilot study was conducted in Nadome primary school and Kamuge primary school in Turkana County to pretest the research instruments. The schools are similarly affected by cattle rustling. According to Wiersma (1985), piloting the instruments helps eliminate ambiguity, misunderstanding and inadequate items. This enabled the researcher detect any flaws in the administration of the research instruments and check their reliability. The study also helped ascertain that the anticipated analytical techniques were appropriate. The study was done on 35 respondents; 7 teachers and 28 pupils.

### **3.7 Reliability**

Robson (1993) indicates that a high reliability of response is obtainable by providing all respondents with the exact same set of questions. The research instruments were discussed with the researcher's supervision in order to sharpen and improve their appropriateness. The instruments were administered to the respondents involved in the pilot study at different times in close succession using the test-retest method due to time factor. The correlation between the two sets of data was to be determined using the Pearson Product Moment Correlation Formulae. A reliability coefficient of between 0.00 and 1.00 was obtained, thus showing that there is a relationship that was considered appropriate for this study.

### **3.8 Validity of the Research**

Validity is the degree to which a test measures what it purports to measure (Borg and Gall, 1989). Items in the questionnaire were reviewed against the study objectives to ascertain their accuracy. Validity was also improved by the researcher talking to the respondents to clarify ambiguous questions during the pilot study.

### **3.9 Data Collecting Procedures**

The researchers sought for permit from the National council of science technology and information after obtaining permit, the researcher approaches the sub county education officer for an introduction letter to the schools where the research was to be carried out. The researcher gave a brief explanation of the importance of the study and assured the respondents of confidentiality.

#### **3.9.1 Ethical Considerations and Logistical Considerations**

No names of participants were used in the questionnaires, or any part of the study whatsoever. Participants were assured that the information would be kept confidential and used for the stated purpose. Before proceeding for fieldwork, the researcher obtained an authorization and introductory letter from the Dean School of Education University of Nairobi and a Research permit from the National council for Science, Technology and Innovation (NACOSTI) to allow access to the schools.

#### **3.9.2 Data Analysis Techniques**

The data was analyzed both qualitatively and quantitatively using descriptive statistics. Items were arranged according to individual research questions and analyzed data

presented in tabular form where possible. Analysis involved the use of the Statistical Package for Social Sciences (SPSS) software programme for comparison, mean, frequencies and percentages were used. Qualitative analysis was involved in making inferences from the respondents from the open-ended questions using a thematic approach. This allowed trends that were established to be interpreted according to themes that in turn helped answer the research questions.

## CHAPTER FOUR

### DATA ANALYSIS, RESULTS AND DISCUSSIONS

#### 4.0 Introduction

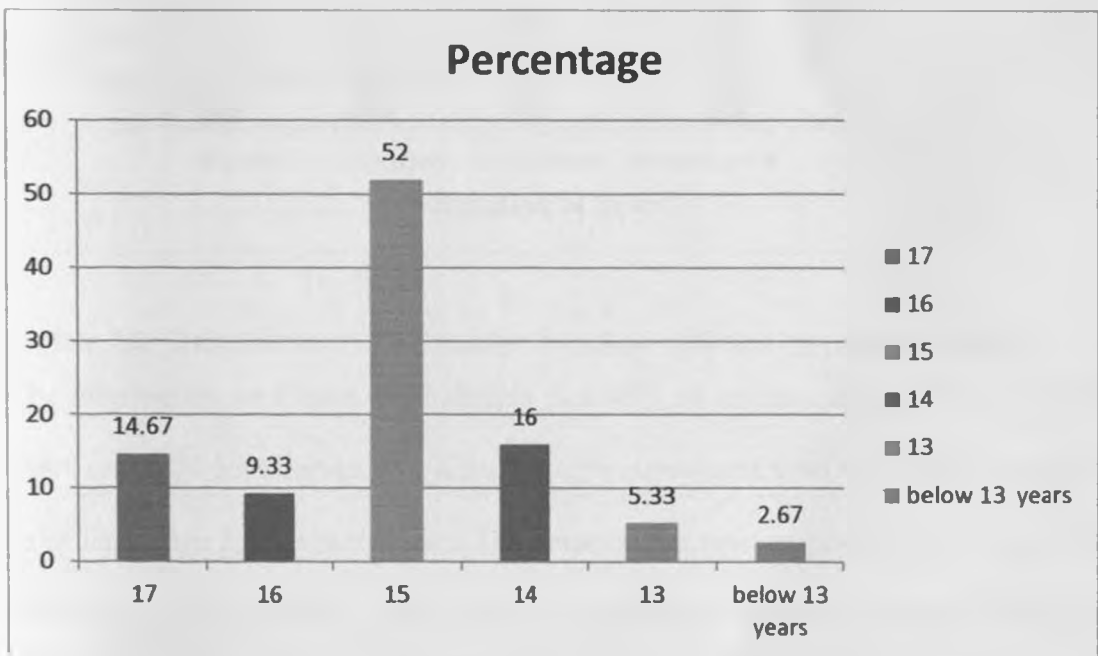
This chapter presents the results of the study findings, analysis and discussion of the findings based on the study objectives set out in the research methodology. The analyzed data with appropriate interpretations has been presented. The purpose of the research study was to investigate the effects of cattle rustling on pupils' participation in primary schools in Kapedo Napeitom Ward Turkana East Sub County. The research had to answer the following questions: What is the effects of cattle rustling on retention rate of pupils in the primary schools in Kapedo Napeitom Ward, Turkana East Sub County?, What is the effects of cattle rustling on class attendance of pupils in the primary schools in Kapedo Napeitom Ward, Turkana East Sub County?, What are the possible steps that can be taken to minimize cattle rustling and improve pupils participation in banditry prove area in Kenya?.

The study adopted a descriptive survey design. The research instruments were questionnaires. The respondents were teachers and pupils. The study targeted 350 pupils and 35 teachers making a total of 385 respondents. Almost all the pupils and teachers filled in and returned their questionnaires, contributing to a 99% response. This response rates were sufficient and representative conforming to Mugenda and Mugenda (1999) stipulation that a response rate of 50% is adequate for analysis and reporting; a rate of 60% is good and a response rate of 70% and over is excellent. This excellent response

rate was because the researcher administered randomly questionnaires to 7 teachers and 70 class seven pupils present in each of the five schools. The researcher then picked them up the same day from each school visited. The five head teachers of the five schools were present and were able to facilitate the researcher. The following section analyzes demographic information of the respondents based on the research objectives.

#### 4.1 Demographic Information

This section shows analysis of respondents' demographic information. The study sought to establish the age distribution of the pupils. The analysis are presented in Figure 4.1.



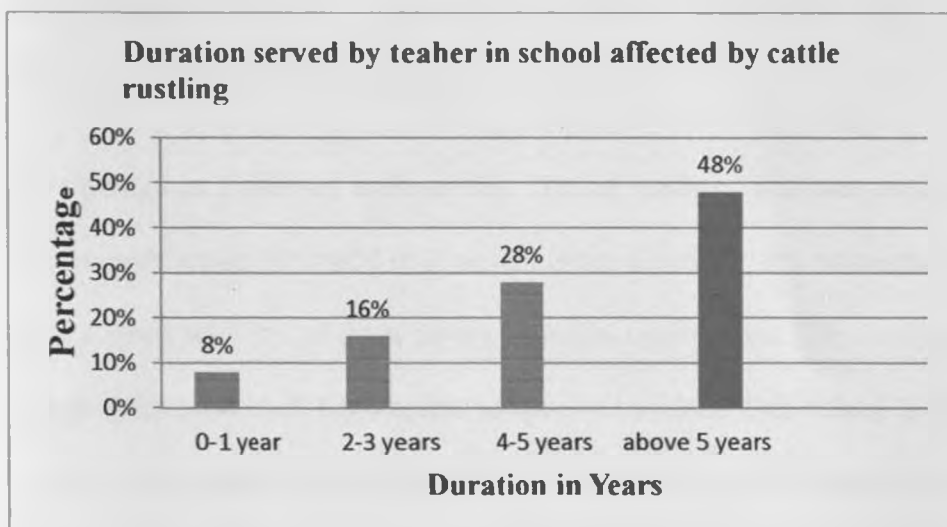
**Figure 4.1** Age of class seven pupils.

The data in figure 4.1 shows that majority of pupils are between the ages of 14 and 17 years with 14 years (16%), 15 years (52%), 16 years (9.33%) and 17 years (14.67%).

This shows that the pupils were old enough and fairly knowledgeable to understand and

answer questionnaires that could give reliable and valid information on effects of cattle rustling on their participation in school

The study also sought to find out the time the teachers had served in the five schools under study. The findings are presented in Figure 4. 2



**Figure 4.2: Duration served by teacher in school affected by cattle rustling**

The information on Figure 4.2 indicates that 48% of teachers have served for above 5 years and 28% have served 4-5 years giving a cumulative total of 76% of teachers that have served for four or more years. This implies that most respondent have considerable knowledge and experience especially on concerning the effects of cattle rustling and it influence on pupils' participation in their primary schools.

The study also sought to find out the opinion of teachers about the frequency of cattle rustling around the school. The findings were as shown Table 4.1



**Table 4.1: Opinion of teachers about frequency of cattle rustling around the school**

<b>Occurrence</b>	<b>Frequency</b>	<b>Percentage</b>
Once a week	3	9
Twice a week	5	14
Thrice a week	7	20
Every month	20	53

N = 35

The findings in Table 4.1 indicate that 57% of teachers said that cattle rustling occurs every month while 20% said it is occurs thrice a week. 14% of teachers said it occurs twice a week with 9% of them saying it occurs once a week. This indicates a very high frequency as each week there seems to have an incident. This creates a lot of disruptions to pupils' participation in school. Some are exposed to gunfire, their parents die and theft of cattle leads to economic loss. Consequently pupils class attendance becomes affected. are constrained in syllabus coverage and they may eventually drop out of school.

The researcher was also interested to know the effects of cattle rustling on syllabus coverage. The findings are presented in the following section.

#### **4.2 Effects of Cattle Rustling on Syllabus Coverage**

The study sought to find out the opinion of teachers on syllabus coverage in their schools.

The findings are as shown in Table 4.2

#### 4.2.1 Opinion of teachers on syllabus coverage

**Table 4.2: Opinion of teachers on syllabus coverage**

Level of coverage	Frequency	Percentage (%)
Very good	0	0
Good	5	15
Average	12	34
Below average	18	51

N = 35

The findings in Table 4.2 show that 51% of teachers responded that the syllabus coverage was below average while 34% responded that it was average. This indicates that cumulatively 85% of teachers were of the opinion that syllabus coverage was average to average. The reasons they gave include, teachers go on transfers to safer areas, lessons not attended well during attacks, teachers running away during attacks, inadequate teachers especially in upper classes namely classes 4 to 8, poverty, frequent movement of parents in search of pasture and water, absenteeism due to fear of gunshots, banditry, attendance of pupils to fellow siblings due to being orphaned all impacting negatively in the quest to cover and complete the syllabus. However 15% responded that it was good citing good class attendance, enough teaching materials, unity and cooperation from dedicated teachers and pupils. 'Very good' coverage had 0% response.

Other reasons cited by the teachers for poor syllabus coverage were; delayed supply of the school feeding program, inability of parents to provide basic needs, famine, early marriages and parents making their children to tend after livestock instead of going to school.

The study also sought to find out the pupils opinion if there is any teacher who has left or transferred from the school due to cattle rustling. The findings are as shown in Table 4.3

**Table 4.3 Pupils opinion of any teacher who has left or transferred from the school due to cattle rustling effects**

Opinion	Frequency	Percentage (%)
Yes	243	69
No	106	30
No response	1	1
N = 350		

The information on Table 4.3 shows that 69% of pupils responded to having known a teacher who has left or transferred from their school due to cattle rustling. This implies that syllabus coverage is seriously hindered once teachers move out of the schools as this exercise is to a large extent spearheaded by them. Consequently pupil participation in school cannot be optimum. 30% responded to not knowing any teacher who has left or transferred with 1% not responding to the question.

The study also sought to find out from the teachers reasons that make pupils not be retained in school leading to dropout. The findings are as shown in Table 4.4

**Table 4.4: Teachers’ reasons that make pupils not be retained in school leading to dropout.**

Reason	Frequency	Percentage (%)
Cattle rustling	22	62
Lack of teachers	1	4
Poverty	12	34
N = 35		

The results in Table 4.4 show that 62% of teachers reported that cattle rustling makes pupils not to be retained in school leading to dropout. 4% responded that lack of teachers caused pupils not to be retained in school while 34% responded that poverty made pupils not to be retained in school. Therefore when teachers were faced with a number of alternation to choose from cattle rustling was rated first in connecting to why pupils participation in primary schools.

The study also sought to find out pupils’ response on factors influencing participation in school. The findings are as shown in Table 4.5

**Table 4.5: Pupil's response on factors influencing participation in school.**

Factor	Strongly Agree	Agree	Strongly Disagree	Disagree	Total (%)
Cattle rustling	89.3		10.7		100
Lack of provision of learning resources	37.3		62.7		100
Lack of syllabus coverage	84		16		100

The information in Table 4.5 shows that 89.3% of pupils agreed that cattle rustling affects their participation in school. 37.3% agreed that lack of provision of learning resources affects their participation in school. 84% agreed that lack of syllabus coverage affects their participation in school. However 62.8% of pupils disagreed with the statement that lack of provision of learning resources influence their participation in school. This is likely to be true as there has been an increase in the funding of free primary education and Turkana County has now fairly many searching/ learning resources in the devolved government.

The study sought to find out teacher's response on syllabus coverage and factors affecting pupils' participation in school. The findings are as shown in Table 4.6

**Table 4.6: Teacher’s responses on participation in school.**

Variable	Strongly Agree	Agree	Strongly Disagree	Disagree	Total (%)
Lack of enough teachers	92		8		100
Lack of syllabus coverage	92		8		100
Lack of provision of learning resources	60		40		100

The response in Table 4.6 shows that 92% of teachers agreed that lack of enough teachers affected pupils’ participation in school. This is true because teachers affected by cattle rustling transfer to other areas, unfortunately some are victims and die in the crossfire and the rate of replacement of teachers leaving through natural causes of attrition by the Teachers Service Commission does not match the current demands of teachers in the area. 8% disagreed that lack of enough teachers affected pupils. 92% of the teachers concurred that lack of syllabus coverage affected pupil participation in school. If the syllabus is not covered, then the question begs whether the pupil’s participation in school is attained. However 8% disagreed that lack of syllabus coverage affects pupils’ participation in school. 60% agreed that lack of learning resources affected pupils participation in school with 40% disagreeing that lack of provision of learning resources is a factor affecting pupils’ participation in school. This is slightly less than 62.7% of pupils who disagreed on this question in Table 4.5 probably because according to the

pupils the current resources seem to be enough but the teachers are more informed and well versed about government policies and know more resources can be provided.

The researcher was also interested to know the effects of cattle rustling on pupil retention. The findings of the research question; effect of cattle rustling on pupil retention rates is presented in the following section.

### 4.3 Effects of Cattle Rustling on Pupil Retention Rates

The study therefore sought to find out the average distance walked by pupil to school from home. The findings are as shown in Table 4.7

**Table 4.7: Average distance walked by pupil to school from home.**

Distance (kilometres)	Frequency	Percentage (%)
Below 1Km	44	12.6
2 Km	88	25.1
5 Km	116	34.1
8 Km	97	27
12 Km	3	1.4
Above 15 Km	2	0.9

N = 350

The findings in Table 4.7, suggested that pupils who walked to school daily for distances of 5 Km and above were 34.1%. 1.4% did distance of 12 Km and above. This means that pupils will travel the same distance back home in the evening. 25.1% did about 2 Km and those who did under 1 Km were 12.6%. Therefore averagely the pupils who do the least distance, do about 2 Km cumulatively with the majority doing 16 Km cumulatively. This distance is ordinarily doubting given the harsh terrain, but coupled with the problem of cattle rustling on their way to and from school it becomes extremely difficult to ensure that these pupil stay in school. Given the circumstances of exposure to cattle rustling risks, must pupils opt to safeguard their lives first and may miss from school from time to time and eventually some do drop out.

The study also sought to establish the average distance walked by teacher to school from home. The findings are as stipulated Table 4.8

**Table 4.8: Average distance walked by teacher to school from home.**

Distance (Kilometres)	Frequency	Percentage (%)
Below 1Km	20	57.2
2 Km	10	28.5
5 Km	5	14.3
8 Km	0	0
12 Km	0	0
Above 15 Km	0	0

N = 35

35



The data on Table 4.8 indicates that 57.2% of the teachers responded to walking 1 Km to school. 28.5% responded to walking 2 Km and 14.3% walked 5 Km. None of them responded to walking 8 Km, 12 Km or above 15 Km. Though not many teachers are doing above 8 Km or more as their pupils in Table 4.7, the distances are still significant as they are equally affected by cattle rustling. They also stay away from school, do not attend classes and at times transfer as walking in this harsh terrain is sometimes a tall order considering that they are exposed to this banditry. When teachers are not present in school and subsequently in class, the pupils are affected and they too might not be encouraged or else motivated to stay in school, thus drop out from school.

The study also sought to establish from the pupil if their parents had been affected by insecurity due to cattle rustling. The findings are as shown in Table 4.9

**Table 4.9: Opinion of Pupils on whether their parents have been affected by insecurity due to cattle rustling.**

Response	Frequency	Percentage (%)
Yes	347	99
No	3	1
N = 350		

The results from Table 4.9 show that 99% of pupils responded that their parents had been affected by insecurity due to cattle rustling with 1% saying no. Whose parents had been affected reported that they were not able to pay school fees on time. Further they went on

to say that their parents became unsettled and there was constant suspicion, fear and friction during grazing times with the neighbouring community, the Pokots being mentioned quite a number of times by the respondents. Some of the parents die in such raids and some of the pupils become orphaned and women become widows and the fear of death looms large at all times. Two respondents responded that they were indeed orphans as a result of cattle rustling and were forced to take care of their siblings and are afraid that they might drop out of school. Parents migrate to new safer areas and pupils are unable to go to school for some time. The duration of stay at home runs sometimes in couples of weeks.

The study also sought to find out from the pupils if they know of any pupil who has left or dropped out of school due to cattle rustling. The findings are as shown in Table 4.10

**Table 4.10: Opinion of the pupils if they know of any pupil who has left or dropped out of school due to cattle rustling effects.**

Opinion	Frequency	Percentage (%)
Yes	332	94.9
No	18	5.1
N = 350		

The data in Table 4.10 indicates that 94.9% of the pupils responded to knowing of a pupil who had left or dropped out of school due to cattle rustling. The pupils could be classmates or pupils in a neighbouring school whom they have seen drop out of school

possibly because they could not soldier on and overcome the effects of cattle rustling. However 5.1% responded to not knowing any pupil who has dropped out of school due to cattle rustling possibly because it was not possible to identify specific reason that had led to them dropping out of school.

The study also sought to establish the pupils response on pupil retention rates and factors affecting pupils participation in school. The findings are shown in Table 4.11

**Table 4.11: Pupil's response on Pupil Retention Rates and factors affecting pupil participation in school.**

Statement	Strongly Agree	Agree	Strongly Disagree	Disagree	Total (%)
Parents engaging in cattle rustling		33.33%		66.67%	100
Harsh terrain and climatic conditions		66.67%		33.33%	100
Frequent migration in search of pasture and water		76%		24%	100

The analysis on table 4.11 shows that 33.33% agreed that their parents engaged in cattle rustling with 66.67% disagreeing. Therefore when pupils drop out of school it is not of their own choice or making of their parents. This is possibly because their parents could be the aggrieved party in the conflict rather than the aggressors. 66.67% of pupils agreed that harsh terrain and climatic conditions affected them. Bearing in mind the distances

travelled to and from school are huge, this adversely impacts on pupils' participation in school as traverse this area that is constantly infiltrated with cattle rustling. On the other hand 33.33% disagreed that harsh terrain and climatic conditions affect them. 76% of pupils said that frequent migration in search of pasture and water makes them to stay away from school and they do drop out as they move from one place to another in search of pasture.

The study also sought to establish the teachers' response on pupil retention rates. The findings are as shown in Table 4.12

**Table 4.12: Teachers' response on Pupil Retention Rates and pupils participation in school.**

Statement	Strongly Agree	Agree	Strongly Disagree	Disagree	Total (%)
Parents engaging in cattle rustling conflicts	60		40		100
Low parental level of education	88		12		100
Early marriages due to dowry availability of cattle from raids	60		40		100
Frequent migration of parents in search of pasture and water	60		40		100

The results in Table 4.12 shows that 60% of the teachers alluded to the pupils parents engaging in cattle rustling. This means that the parents could be antagonists in the conflict reacting in counter raids or in the process of searching of their stolen cattle also kill their aggressors and not necessarily them being the main protagonists. Such affected parents cannot therefore be able to concentrate on keeping and retaining their pupils in school. 40% of teachers disagreed that the pupils' parents engaged in cattle rustling conflicts. 88% of the teachers agreed that low parental level of education affected pupil participation in school. This is true as the parents are coming from a background whose focus on education was not a priority in the past but on livestock keeping and pastoralism. With the new dynamics of a changing global society, they have refused to abandon the sole focus on pastoralism as the mainstay economic activity. Given the challenges of cattle rustling, they are at crossroads, between the rock and a hard place, and therefore the main focus in to focus on education that can foster their development by keeping their children in school. 60% of the teachers agreed that early marriages due to dowry availability of cattle from cattle raids affected pupil participation. If they are married, the girls miss out of school and boys cattle to pay dowry instead of focusing on school. A similar percentage responded that frequent migration of parents in search of pasture and water affected pupil participation in school.

The researcher was also interested to know the effects of cattle rustling on class attendance.

#### 4.4 Effects of Cattle Rustling on class Attendance.

The study sought to establish from the pupils how often they miss school due to insecurity caused by cattle rustling. The findings are as shown in Table 4.13

**Table 4.13: Pupils response on how often pupils they miss school due to insecurity caused by cattle rustling.**

Duration	Frequency	Percentage (%)
Daily	0	0
Regularly	242	69.1
Not regularly	98	28
Never	10	2.9

N = 350

The findings in Table 4.13 69.1% indicated that the respondents miss school regularly due to insecurity caused by cattle rustling, 28% responded to missing but not very regularly but nevertheless missed school. This means that every time there was cattle rustling pupils attendance of class is disrupted and affected. When pupil do not attend class, their participation in school is hampered as most of the learning in school occurs in class. However 2.9% of the pupils responded to never missing school due to insecurity as a result of cattle rustling.

The study also sought to establish from the teachers how often pupils miss classes in their school. The findings are as shown in Table 4.14

**Table 4.14: Opinion of teachers on how often pupils miss classes in their school.**

Duration	Frequency	Percentage (%)
Very often	8	22.9
Often	27	77.1
Not at all	0	0

N = 35

The results from Table 4.14 indicate that 22.9% of teachers responded to their pupils missing school often with 77.1% responding to them missing fairly often. This is in concurrence with the pupils' assertions in Table 4.13 that they miss school due to insecurity. Those who responded to their pupils' not missing school at all were 0%. This implies missing of classes and full participation in school is not achievable. Some of reasons they gave that make pupils miss school include; attacks around the school that sometimes result in fatalities among teachers and pupils, long distances travelled to and from school, parents migrating in search of pasture and water, lack of school feeding programs, pupils staying at home to look after their siblings and fear of gunshots in case there is cattle rustling among others.

The study also sought to establish the pupil duration of stay at home after a cattle rustling incidence. The findings are shown in Table 4.15

**Table 4.15: Pupil duration of stay at home after a cattle rustling incidence.**

Duration	Frequency	Percentage (%)
0-1 week	245	70
2-3 weeks	95	27.1
1 month	7	2
Over 1 month	3	0.9

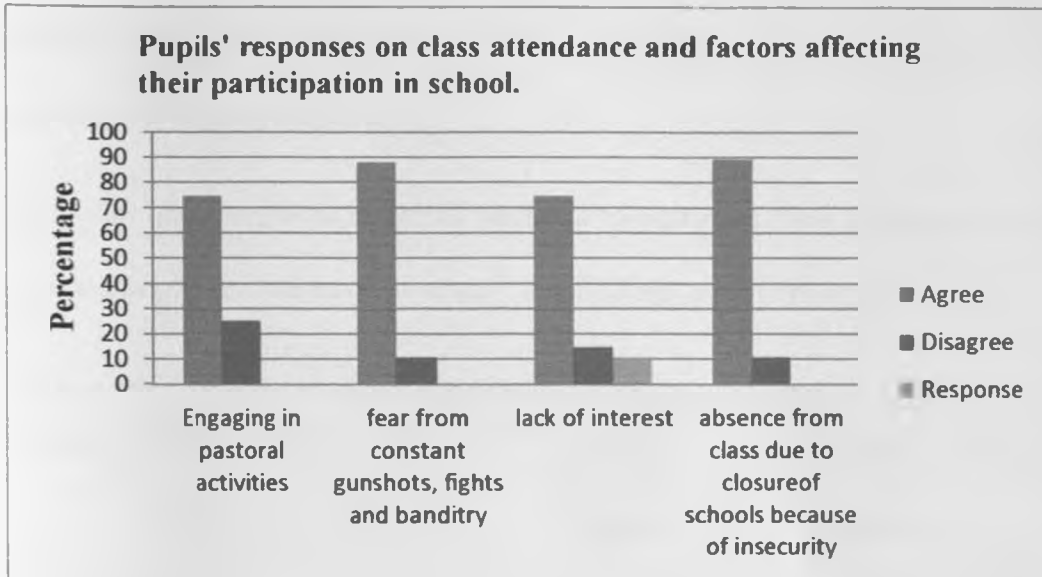
N = 350

As shown in Table 4.15, 70% of the pupils responded to staying at home for week after a cattle rustling incident. 27.1% said they stayed at home for 2-3 weeks, 2% stayed for 1 month and 0.9% stayed for periods over 1 month. Staying at home does not augur well for pupils participation in school as they miss classes for long periods of time.

The study also sought to establish from pupil's their responses on class attendance and factors affecting pupil participation in school. The findings are shown in Figure 4.3



**Figure 4.3: Pupils' responses on class attendance and factors affecting pupil participation in school.**



The data in Figure 4.3 shows that 74.7% of pupils agreed that engaging in pastoral activities affected their class attendance with 25.3% disagreeing. Pastoral activities especially for the boy pupil means absence from class to tend and look after livestock. 85% agreed that fear from constant gunshots, fights and constant banditry made them miss classes. This is true as the sound of disrupts young pupils eager to learn in a quiet and conducive environment. This makes pupils to be in a constant state of worry and panic which is not very good health wise. 74.67% responded to lacking interest in attending class possibly because of the overall learning environment. However 14.67% disagreed that they lacked interest in attending classes. Still on the same question 10.66% of the pupils did not respond to the question possibly because according to them it was a question which elicited mixed feelings. 89.33% agreed that the constant closure of schools due to insecurity arising from cattle rustling made them be absent from class

as the choice of closing schools is a decision beyond their intervention. 10.67% of the pupils disagreed with this response, possibly because they still go to school during such difficult times despite the closure and lack of teachers and learn on their own as they await the situation to improve.

The study also sought to establish teacher's response on class attendance and factors affecting pupils' participation in school. The findings are shown in Table 4.16

**Table 4.16: Teachers' response on factors affecting pupils participation in school.**

Statement	Strongly Agree	Agree	Strongly Disagree	Disagree	Total (%)
Fear from constant gunshots, fights and banditry while in or on the way to school	92		8		100
Absence from class	56		44		100
Cattle rustling	92		8		100
Engaging in pastoral activities	68		32		100

The findings in Table 4.16 indicates that 92% teachers of agreed that fear from constant gunshots, fights and banditry while in or the way to school affected pupil attendance of classes. The 56% of the teachers agreed that absence from class due to pupil drop out aggravated the problem of pupil participation in school with 44% disagreeing. Again an

overwhelming 92% concurred that cattle rustling affected pupil participation in school when they do not attend class with 8% disagreeing that cattle rustling affects pupils participation in school. On the question of pupils engaging in pastoral activities, 68% of teachers agreed that it affects pupils attendance of classes. Teachers are the ones who mark registers on daily attendance in class and do frequently ask the pupils present in class on the whereabouts of missing pupils and the possible reasons why they are not in school. More often than not, teachers are likely to know why a particular student is absent when it occurs a couple of times and that is why possibly 32% of the teachers disagreed that engaging in pastoral activities is the probable reason for pupils missing classes and thus not participating in school as required .

The study also sought to find out the kind of initiatives the teachers are taking to improve pupils' participation in school. The initiatives are enumerated in subsection 4.5

#### **4.5 Initiatives teachers are taking to improve pupils' participation in school.**

The teachers gave the following initiatives that they have been taken to improve pupils' participation in school against the backdrop of cattle rustling:

- Ensuring that pupils report home early before sunset.
- Suspending classes for some time then resume back lessons after the security improves.
- Moving learners to safer areas of the Ward and ensuring that learners stay in safer places.

- Keeping pupils in the school compound making sure they are not exposed to danger during the raids and security operations.
- Educating pupils about the negative effects of cattle rustling.
- Educating parents and the community on importance of education.
- Guidance and counselling services to pupils affected by cattle rustling.
- Assisting pupils with moral support, food and materials needed in school.
- Having pupils sleep in dormitories although the researcher could not immediately establish whether these dormitories exist in the schools.
- Advising leaders to intervene.
- Initiating peace meetings between the two rivalling communities.
- Proposing the building of hostels in schools.
- They also said that they just persevere with the situation and just try to promote a child friendly school environment.

The study also sought to find out the teachers overall recommendations/suggestions on how the problem of cattle rustling can be tackled so as to improve pupils' participation in their school. The recommendations/suggestions they gave are discussed in subsection 4.6

#### **4.6 Teachers overall recommendations/suggestions on how the problem of cattle rustling can be tackled so as to improve pupils' participation in their school.**

The teachers recommended that; the government should beef up and improve security by providing more security personnel, disarming and repossessing all illegally owned weapons especially firearms like guns. The government to ensure the rule of law is enforced to all lawbreakers and the rule of the jungle as it is currently where counter raids

and reappraisal attacks seem to happen when action is not taken by government absolutely discouraged. The security personnel to be brought closer to people as currently they far away from the interior villages. Putting in place peace initiatives between communities and neighbours involved in cattle rustling through churches, NGO's, local leaders, Chiefs and their assistants, Members of County Assemblies, Members of parliament, Sub County Administrators, Ward Administrators among others. Educating the public, parents and warring communities on the importance of school and education by bringing children to school. Starting community policing where the responsibility of security is a partnership between the community and security agencies. Staffing of schools with enough teachers. Enhancing the school feeding program and ensure it operates effectively. Build boarding facilities to give pupils from poor families the chance to sleep in schools thus participating fully in school programs. Every school to have a security camp or arrangement to secure the schools. Provision of more learning facilities and resources in schools in security prone areas more so as they are in dire need of them after attacks have happened.

The teachers went further to recommend that underdeveloped regions be developed by improving infrastructure such as roads, provision sustainable clean water, toilets, building more social health facilities which help pupils in programs like deworming, immunization etc. All this will help improve the quality of school life for the pupils thereby mitigating the effects of cattle rustling. They also recommended that there be demarcation of grazing areas, provide communities with alternative grazing areas and food as they resolve their conflicts. They also recommended that the communities be

sensitized on the need to shun outdated cultures that were hereto seen as good e.g. cattle rustling to raise dowry and restock their herds, early marriages and the sole reliance on pastoralism as means to survival in life.

The study also sought to find out the pupils overall recommendations/suggestions on how the problem of cattle rustling can be tackled so as to improve their participation in school.

The recommendations/suggestions they gave are discussed in subsection 4.7

#### **4.7 Pupils overall recommendations/suggestions on how the problem of cattle rustling can be tackled so as to improve their participation in school.**

The pupils recommended that the children of the Pokot and Turkana communities be brought and school together as this will sensitize them on the good of living together in peace and harmony. The researcher found this a truly unique solution. As the pupils from the two communities school differently in different schools. Indeed this is a social solution as social barriers, stereotypes, suspicions can be broken early by children in school as they are open to embrace new friendships and relationships and not necessarily conform to how their parents want them to interact with their neighbours. They also cited eating and drinking together in the peace meetings as a sign of unity and sharing between the warring communities. This ideas coming from pupils are commendable given that they are young yet with wisdom like that of the old and mature. They also recommended that they be escorted to school by security personnel especially after raids have occurred and when there are security operations. They also suggested open talk and discussions about the issue of cattle rustling and it seems according to them the current talk on this

topic is not sincere which is true as the conversations especially by politicians border on blame game, faultfinding and sometimes incitement instead of finding solutions.

They also recommended that where possible legal action be taken against perpetrators by having them taken to court and incarcerated instead of letting them roam scot-free. They also recommended that pupils be discouraged from tending livestock during school time. The pupils also said that ownership of property should be encouraged instead of having 'open' or communal property in terms of land and livestock which is a pretext under which the attackers disguise and take advantage of as nobody is solely responsible. They also said that the elders of the other community be brought and sit down the boys of the other community and talk them out of cattle rustling by discouraging the vice, this should also be done vice versa to the other community.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.0 Introduction

This chapter is a wrap up to this study. It presents summary of the research findings, conclusion, recommendations of the study and suggestions for further research.

#### 5.1 Summary of the major findings

This subsection gives a summary of the study findings. The demographic information of the respondents was first established. Majority of the pupils respondents were between the ages of 14 and 17 years. This shows that the pupils were old enough and fairly knowledgeable to understand and answer questionnaires that could give reliable and valid information on the effects of cattle rustling and pupils' participation in school. The study also established that quite a number of teachers had served in their current school for more than two years with the majority having served for more than 5 years and above. They therefore have considerable knowledge and experience in issues related to education especially as concerns cattle rustling in the area and pupils participation in school. The study also found out from the teachers that the frequency of cattle rustling incidents was almost every month sometimes once, twice or thrice a week. This frequency was equally collaborated by the pupils with them also indicating that the frequency of cattle rustling was took place even monthly. The study then went on to show the findings on the questions of whether pupils under such circumstances of cattle rustling were able to cover the syllabus adequately as required, be retained in school by



not dropping out and attend classes on a day to day basis in school as required or as is the norm. The study found out that none of the fore mentioned parameters of pupils' participation in school was achieved. This was attributed to a combination of factors ranging from missing school due to insecurity, staying at home for long durations after cattle rustling incidences, leaving or dropping out of school after cattle rustling incidents, parents being affected by cattle rustling thereby not being able to focus on their pupils education, lack of syllabus coverage, long distances walked to school, lack of enough teachers, low parental level of education, frequent migration in search of pasture to fear from constant gunshots while in or on the way to school.

On syllabus coverage, the study established that syllabus coverage was average. The reasons given by the teachers were that a number of teachers seek transfers to safe areas, lessons not attended well during attacks, teachers running away during attacks, lack of enough teachers especially in upper classes of class 4 and 8, poverty, frequent movement of parents in search of pasture and water, absenteeism due to fear of gunshots, banditry and attendance of pupils to fellow siblings who become orphaned when their parents are killed in cattle rustling raids. Other reasons the teachers cited were; delayed supply of the school feeding program, inability of parents to provide basic needs, famine and parents making their children to tend after livestock instead of going to school and early marriages. This means that without good syllabus coverage, achieving the desirable levels of pupils' participation in school is a tall order.

The other effect of cattle rustling on pupils' participation in school that the study tackled was pupil retention rates in school. The study found out that pupils were not being retained in school. 76% of pupils responded to knowing a pupil who had left or dropped out of school due to cattle rustling negative effects. 96% of pupils also said that their parents were affected by insecurity caused by cattle rustling. This meant that parents being the backbone a pupils' schooling cannot be able to keep them in school when they themselves are victims of this menace. The study also found out that the average distances walked daily to and from school by the pupils are enormous with a majority of them doing 8 Km one-way which cumulatively is about 16 Km factoring that they do return home in the evening. This exposes them to the precarious harsh realities of cattle rustling incidents and most of them are not able to withstand the resulting difficulties and opt to stay at home and eventually drop out school. The statistics of enrolment rates in Table 1.1 were thus confirmed by these findings as they portrayed a consistent drop in enrolment rates from the year 2010 to 2014. The teachers also travelled an average of 2-5 Km to school which cumulatively adds up to about 4-10 Km though this distance is comparatively shorter than that travelled by pupils. They too are similarly exposed to the same problems of cattle rustling on the way to and from school and are not able to meet the obligations of being in school and teach as required. This then creates a knock-on effect on the pupils who are not able to cope when they do not find their teachers in school. With such scenario pupils are not able to participate in school as even the most resilient give up when not helped or supported to stay in school.

The study also focused on the class attendance of pupils' vis--vis the cattle rustling problem and how it affected overall pupils' participation in school. The study found out that 56% of pupils responded to missing school regularly with another 36% saying they missed school though not regularly due to cattle rustling. On the other hand teachers responded that 32% of pupils missed school very often with another 68% of teachers saying they missed school often due to problems associated with cattle rustling. When pupils were asked on how long they stayed at home due to problems emanating from cattle rustling, 60% of pupils responded to staying at home for periods of up to 1 week with 26.% staying for about 2-3 weeks. The class attendance of pupils suffers as primarily they are the ones to be taught in class. Ironically the situation is not any better for them as even the teachers who are supposed to be teaching the pupils also miss classes as they are equally affected. They are both faced with the same fate and none is able to properly attend lessons as they are bogged down with a lot of problems to grapple with as they try to attend to their classes. This does not augur for pupils as they put an effort to participate in school activities and programs.

The study therefore came to the following conclusions in subsection 5.3

## **5.2 Conclusion**

Cattle rustling is a major problem affecting pupils' participation in primary school. As a result of this menace, syllabus coverage, retention continues transfer of teachers as this basis continue to affects teaching and learning.

Both the victim and perpetrators are negatively affected by the rustling menace will both players living in fear and suspicion. This has affected enrolment rate with some schools loosing considerable number of pupils. Some of these pupils get married off while other get engaged in social economic activities to support their families.

## **5.3 Recommendations of the study**

This sub-section presents recommendations for policy intervention and recommendations for further studies.

### **5.3.1 Recommendations for policy intervention**

- i. Security personnel to escort pupils to school after cattle rustling incidents by deploying a rapid response team preferably from the Administration Polices Stationed permanently in Kapedo Napeitom Ward.
- ii. The government should use legal action to be taken against the bandits who execute the cattle rustling vice, charged in court and incarcerated. This will make the aggrieved parties feel that justice has been done unlike now when no convictions have taken and the bandits roam scot free.

- iii. A sustained, unbiased and continuous disarmament process to be carried out in both the Turkana and Pokot communities and proper registration of firearms held with the police reservists.
- iv. Infiltration of the raiders camps by the National Intelligence Service so as to arrest the bandits before they even strike by getting wind of planned raids,
- v. Children to be lumped together in secure areas, zones or schools where it is easier to give them security.
- vi. Building dormitories in Kapedo Napeitom Ward schools this being done in a phased out approach e.g. building one dormitory. Governmental Organizations can consider undertaking this noble project to enable retain pupils in school.
- vii. Teachers Service Commission in conjunction with the Salaries and Remuneration Commission to consider introducing a risk allowance on top of the normal hardship allowance to attract teachers to the region.
- viii. National Cohesion and Integration Commission to initiate spearhead a dialogue that can be sustained over a period of the next 10 years that will focus on making the Turkana and Pokot share, eat, drink and coexist together peacefully.
- ix. The National Cohesion and Integration Commission in partnership with other stakeholders to mix pupils of Turkana and Pokot in schools in the region over the same period of time as a way to unlock the animosity between the two communities.

- x. Relevant institutions to move in and give counseling to both pupils and parents affected by cattle rustling as they need constant debriefing and coping mechanisms as some become traumatized as times goes by.
- xi. The Red Cross can consider working with the County and National government on how to run the School feeding program efficiently and optimally to benefit pupils.
- xii. Fence construction around the schools to secure the schools. Again donors and other agencies can consider doing this or in partnership with the government.
- xiii. Education to be given targeting shunning of outdated cultures like cattle rustling, early marriages and keeping of boys out of school on pastoral activities, but encourage school and property ownership.

### **5.3.2 Recommendation for further studies**

- i. A study to be conducted on how the problem of cattle rustling can be resolved once and for all as it is a menace that has continually affected the quest for pupils to get an education. There is an indication for example that the neighboring country of Uganda has made good headway on tackling the problem, a comparative study can be done there to see what they have done.
- ii. Research to be done to on how the pupils from the Turkana and Pokot community can learn together in one school, the focus being to create social cohesion, which will eventually eliminate cattle rustling. The National Cohesion and Integration Commission can fund the study.

- iii. Studies to be done to establish the number of teachers who were initially posted to the region but have left or transferred elsewhere over the last 5 years or decade and the reasons for their leaving or transferring. Teachers Service Commission can fund the study.
- iv. Research can also be done to establish the impact of cattle rustling on pupils' performance at Kenya Certificate of Primary Education in Kapedo Napeitom Ward over the last five years.

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### Appendix I: Questionnaire for Teachers

The purpose of this questionnaire is to enable the researcher obtain information about the effects of cattle rustling on pupils participation in primary school in your school. You are therefore kindly requested to answer all the questions. Your response will be of utmost importance to this study. The researcher guarantees maximum confidentiality. Do not write your name on the questionnaire. Tick inside the box and fill in gaps where necessary. The information you provide will help improve pupil participation in primary school in Turkana County.

1. For how long have you been a teacher in this school?

0-1 years ( ) 2-3years ( ) 4-5 years ( ) above 5 years ( )

2. How frequent does cattle rustling occur in the area around your school?

No. of times	(Tick as appropriate)
Once a week	
Twice a week	
Thrice a week	
Every month	

3. What is your opinion about syllabus coverage in this school?

Very good ( ) good ( ) average ( ) below average ( )

4. If good, list the reasons behind such good coverage.

.....  
.....  
.....

5. If below average, list reasons behind such below average coverage.

.....  
.....  
.....

6. Which reason makes pupils not to be retained in school thereby making them dropout out of school?

Cattle rustling ( ) Lack of teachers ( ) Poverty ( )

Others; specify

.....  
.....  
.....

7. How often do pupils miss classes in your school?

Very often ( ) often ( ) not at all ( )

8. If 'often', what reasons make them miss school?

.....  
.....  
.....

9. What initiatives are you taking to help pupils affected by cattle rustling in your school?

.....  
.....  
.....

10. What is the average distance you walk from home to school?

Below 1 Km ( ) 2 Km ( ) 5 Km ( ) 8 Km ( ) 12 Km ( )

Above 15km ( )

11. The factors below possibly affect pupil's participation in your school? (Tick inside the box, all the appropriate responses).

	Strongly Agree	Agree	Disagree	Strongly Disagree
Cattle Rustling				
Engaging in pastoral activities				
Fear from constant gunshots, fights and banditry while in or on the way to school				
Parents engaging in cattle rustling conflicts				
Lack of provision of learning resources				
Early marriages due to dowry availability of cattle from raids				
Low parental level of education				
Lack of enough teachers				
Frequent migration of parents in search of pasture and water				
Lack of syllabus coverage				
Absence from class due to pupil dropout				

12. What are your overall recommendations/suggestions on how this problem of cattle rustling can be tackled so as to improve pupil participation in your school?

a) .....  
.....  
.....

b) .....  
.....  
.....

c) .....  
.....  
.....

d) .....  
.....  
.....

**Thank you for your cooperation**

## Appendix II: Questionnaire for Standard Seven Pupils

The purpose of this questionnaire is to study the effects of cattle rustling on pupil's participation in primary school in your school. You are required to give your answer for the questions. You should be truthful to the best of your knowledge. Nobody will be shown your answers. Do not write your name anywhere on the questionnaire. Tick inside the box and fill in the gaps where necessary.

1. Indicate your age in years

Below 13 years ( )    13 years ( )    14 years ( )    15 years ( )

16 years ( )    17 years ( )

2. How often did you miss school due to insecurity caused by cattle rustling?

Daily ( )    Regularly ( )    not regularly ( )    never ( )

3. How long did you stay at home after an incidence of cattle rustling has occurred?

0-1 week ( )    2-3 weeks ( )    1 month ( )    above 1 month ( )

4. Do you know of any pupil who has left or dropped out of school due to cattle rustling effects?

Yes ( )    No ( )

5. Do you know of any teacher who has left or transferred from the school due to cattle rustling effects?

Yes ( )    No ( )

6. How frequent does cattle rustling occur in the area around your school?

No. of times	(Tick as appropriate)
Once a week	
Twice a week	
Thrice a week	
Every month	

7. Have your parents been affected by insecurity due to cattle rustling?

Yes ( )                      No ( )

8. If yes, explain briefly how the effect on your parent also affected you if any.

.....  
.....  
.....

9. What is the average distance you walk from home to school?

Under 1 Km ( )    2 Km ( )    5 Km ( )    8 Km ( )  
12 Km ( )    Above 15km ( )



10. The factors below possibly affect your participation in primary school. (tick the appropriate column)

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
Cattle Rustling				
Engaging in pastoral activities				
Fear from constant gunshots, fights and banditry				
Parents engaging in cattle rustling conflicts				
Lack of provision of learning resources				
Harsh terrain and climatic conditions				
Low parental level of education				
Lack of interest				
Frequent migration in search of pasture and water				
Lack of syllabus coverage				
Absence from class due to closure of schools because of insecurity				

11. What are your overall recommendations/suggestions on how this problem of cattle rustling can be tackled so as to improve your participation in your school?

a) .....

b) .....

c) .....

d) .....

**Thank you for your cooperation**

**Appendix III: Letter to the Sub County Education Officer**

Lomeyan Ewoi,  
University of Nairobi,  
P.o. Box 92,  
Kikuyu-Kenya.  
06 January 2015.

The Sub County Education Officer,  
P.o Box 484,  
Lowdar.

Dear Sir,

**STUDY ON EFFECTS OF CATTLE RUSTLING ON PUPILS PARTICIPATION  
IN PRIMARY SCHOOLS IN KAPEDO NAPEITOM WARD, TURKANA EAST  
SUB COUNTY KENYA.**

I am a post graduate student at the University of Nairobi pursuing a Master's Degree in Educational Foundations I am conducting a research on effects of cattle rustling on pupil's participation in primary schools in Kapedo Napeitom Ward. I am hereby seeking permission to visit the schools, administer questionnaire. The findings will help stakeholders in education take the necessary measures to improve pupil participation. A copy of the completed research findings will be availed to your office.

The researcher gives an assurance that no names shall be required from the respondents and that data collected shall be treated with utmost confidentiality.

Thanking you in advance.

Lomeyan Ewoi

Student Registration No. E56/63541/2013

## Appendix IV: Research Permit

THIS IS TO CERTIFY THAT:  
**MR. BENJAMIN EWOI LOMEYAN**  
of UNIVERSITY OF NAIROBI, 0-30500  
LODWAR, has been permitted to conduct  
research in *Turkana County*

on the topic: **EFFECTS OF CATTLE  
RUSTLING ON PUPILS' PARTICIPATION  
IN PRIMARY SCHOOLS IN KAPEDO  
HAPEITOM WARD, TURKANA EAST SUB  
COUNTY, KENYA.**

for the period ending:  
15th November, 2016

Permit No : NACOSTI/P/15/99959/8789  
Date Of Issue : 23rd November, 2015  
Fee Received : Ksh 1000



.....  
Applicant's  
Signature

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

### CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit
2. Government Officers will not be interviewed without 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) hard copies and one(1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.



REPUBLIC OF KENYA



National Commission for Science,  
Technology and Innovation

**RESEARCH CLEARANCE  
PERMIT**

Serial No. A 7278

CONDITIONS: see back page

## Appendix V: Research Authorization



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone +254-20-2213471,  
2241349, 310571, 2219420  
Fax: +254-20-318245, 318249  
Email: secretary@nacosti.go.ke  
Website www.nacosti.go.ke  
When replying please quote

9<sup>th</sup> Floor, Utalii House  
Uhuru Highway  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref. No. **NACOSTI/P/15/99959/8789**

Date:

**23<sup>rd</sup> November, 2015**

Benjamin Ewoi Lomeyan  
University of Nairobi  
P.O. Box 30197-00100  
NAIROBI.

#### **RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on *“Effects of cattle rustling on pupils’ participation in primary schools in Kapedo Napelom Ward, Turkana East Sub County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in Turkana County for a period ending **15<sup>th</sup> November, 2016.**

You are advised to report to the **County Commissioner and the County Director of Education, Turkana County** 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.

**SAYID HUSSEIN**  
FOR: DIRECTOR GENERAL/CEO

Copy to:

The County Commissioner  
Turkana County.

The County Director of Education  
Turkana County.

*National Commission for Science, Technology and Innovation is ISO 9001:2008 Certified*