

**INFLUENCE OF ENVIRONMENTAL FACTORS ON PUPILS'
PARTICIPATION IN EDUCATION IN PUBLIC PRIMARY SCHOOLS IN
OLDONYIRO SUB-COUNTY ISIOLO COUNTY, KENYA**

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DECLARATION

This research project has not been presented for any degree award in any other university.

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DEDICATION

This project is dedicated to my family; my parents, my brothers and sisters.

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The completion of this project paper has left me indebted to many parties and well-wishers.

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LIST OF ABBREVIATIONS AND ACRONYMS

| | |
|-------|--|
| ASAL | Arid and semi-arid |
| EAS | Education access scheme |
| EFA | Education for All |
| HRC | Human Rights Charter |
| MDGs | Millennium Development Goals |
| NCSTI | National Commission for Science, Technology and Innovation |
| UCHR | Universal Declaration of Human Rights |
| UNCRC | United Nations Convention on the Rights of the Child |

ABSTRACT

This study sought to investigate the influence of drought on pupils' participation in primary education in public schools in Oldonyiro Sub-county Isiolo County, Kenya. The objectives of the study was to establish the influence of conflict, distance from home to school, child labour, and family displacement on pupils' participation in primary education in public schools. To achieve this, the study used descriptive research design. The target population was the 14 head teachers, 70 teachers, and 3145 pupils from public primary schools in the division. The sample consisted of 315 pupils, 14 head teachers and 70 teachers. The Questionnaires were used to collect data from the respondents. Data was analyzed both qualitatively and quantitatively.

The study established that poverty in the region is a major impediment to the participation of pupils in public primary schools. The study further established that cultural factors such as early marriages, cattle rustling among others has contributed to the poor participation of pupils in schools. The perception that girls are not meant to receive education has contributed to their low enrolment in the region. The study also established that students travelled long distances to school through harsh environment and on an empty stomach. This affected the participation in primary schools in the region. The long distances that the students travelled made them arrive for classes late which may have a negative impact on their learning. This negatively affects their retention in schools. Insecurity affected pupils participation in schools, however to a small extent as not many pupils and teachers were displaced as a result of the conflict.

The key recommendation from the study is that the government should empower the parents by the introduction of the irrigation agriculture where the households will be self reliant in terms of food production and may reduce reliance on the donor based school feeding programme. The other recommendation is that through sensitization, the community should be educated practices that undermine education such as early marriages and cattle rustling. The study also recommends that the communities in Oldonyiro Sub-county should be educated on the importance of taking their children to school and why all children are equal despite their gender differences. Finally, study recommends that the government should construct more schools so that the children should access schools without traveling long distances.

CHAPTER ONE

INTRODUCTION

1.1 Background Information

Globally, education is recognized as a basic human right whilst, the Human Rights Charter (HRC) treats education as one of the human rights (United Nation, 2001). The Universal Declaration of Human Rights (UCHR) (1948) and the United Nations Convention on the Rights of the Child (UNCRC), (1989) both state that all children have a right to education. This is underscored by the current Education for All (EFA) initiative, which seeks, by 2015, to ensure that “all children, particularly girls, children in difficult circumstances, and those belonging to ethnic minorities, have access to and complete, free and compulsory primary education of good quality.” (Inter- Agency Network for Education in Emergencies, 2004). UNESCO (2005) argues that the level of a country’s education is one of the key indicators of its level of development. Education is interrupted and a lot of school time lost in areas affected by emergencies such as drought, flood, conflict and flood and drought related diseases. It thus forms the basis upon which economic, social and political development of any nation is founded. Investment in education can help to foster economic growth, enhance productivity, contribute to national and social development, and reduce social inequality (World Bank, 2008).

Bishop (1989) indicates that in 1948, the Universal Declaration of Human Rights laid down Article 20, that everyone had the right to education. It recommends that

education should be free, at least in the elementary and fundamental stages. According to Boit, Njoki and Changach (2012) the purpose of education is to equip the citizens to reshape their society and eliminate inequality.

Today`s conflicts are complex emergencies which are a combination of several elements – armed conflict, displacement of a large number of people, the collapse of or decline in basic services including food, shelter and health (Evans,1996, Bush and Sartarelli, 2000). Issues of content, quality, and safety persist, and access to education continues to be a particularly difficult challenge for disaster and war-affected children. Hence during such times, education is seen as a priority component of emergency assistance.

Conflict and natural disasters deny millions of children the knowledge and the opportunities that an education can provide. In short term education offers children basic needs, and in the long term, it reduces their vulnerability to disaster. Disasters are caused by hazard induced climate change and this interrupt education continuity due to their economic impact. These result in reduction in enrolment as children are kept out of school due to lack of basic necessities like food, clothing and education materials (Drought Monitoring Bulletin, 2009). These disasters put many children at risk exposing them to dangerous and rapidly changing situations.

The quality of education is affected and disrupted as a result of these disasters, leaving children vulnerable to psychosocial trauma. Providing education in

emergencies mitigates the negative impact of emergencies on development. Protracted crises reverse progress towards achieving education development goals (EFA) and vision 2030. Emergencies also deny children the right to free and compulsory basic education as enshrined in the Kenya constitution 2010.

Arid and semi-arid (ASAL) covers eighty percent of the territory with an annual rainfall varying from 200 to 500mm. Periodical drought are part of the climatic system (Kandji, 2006). It's an induced phenomenon. Its impact depends on social and economic contexts of the people in the region. Drought leads to vulnerability. Vulnerability refers to the capacity of a population to participate, cope with, prevent major decline in well-being and recover from the adverse impact of shocks (Blainie et al 1994, World Bank 2001, Tesliu and Lindert2004, Brooks, Adger and Kelly, 2005).

Drought vulnerability refers to the degree to which households are susceptible to the adverse effects of drought .Vulnerability depends on a combination of factors such as income , occupation, family structure, gender, social class, caste, cultural factors and health. Various asset based approaches have been suggested to identify vulnerable households (Alwang, Siegel & Jorgensen 2001, Kamanou & Morduch2002, Brooks, Adger & Kelly 2006, Christiaensen & Subbara, 2005, World Bank, 2005).

The humanitarian emergencies from drought have been increasing in severity since 2001, when Kenya had the first worst drought in sixty years. In the last

decade alone, four major food crises were declared in Kenya all caused by drought. Kandji (2006) noted that drought is one of the hurdles that might prevent Kenya from achieving the millennium development goals (MDGs) especially those related to poverty eradication, attainment of food security and promotion of environmental sustainability. The recurring nature of drought in Kenya and the increasing humanitarian suffering loss of lives, conflict, food insecurity and child malnourishment in its make demonstrates the need for a long lasting strategy, to end drought triggered humanitarian crises in Kenya.

Livestock production accounts for about ninety percent of employment and family income for the arid and semi-arid areas of Isiolo County in Kenya. Many in those communities have been hardest hit by drought and are dependent on food aid. Krafli (2004) study indicates that nomadic herders include some of the poorest and most vulnerable people in areas like Africa, the middle East, south west and central Asia. Pastoralists in these areas have suffered a long period of neglect, lack of or inequality basic education which contribute to ongoing conditions of impoverishment, social marginalization and discrimination that leads to serious risk to national integration.

Various research findings illustrate that salient problems of pastoralists and farmers in ASAL areas are closely associated with the socio-economic and natural environment they are found in. These include drought, poverty, school distance and conflict. Drought is a recurring climatic event and a global phenomenon, but its features vary from region to region. It is a chronic problem in arid and semi-

arid regions. Conceptually drought is considered to describe a situation of limited rainfall substantially below what has been established as a normal amount for the area concerned, leading to adverse consequences for human welfare.

Many countries all over the world affected by drought are mostly in ASAL regions. In Africa in (1999) twenty nine countries were affected by drought, and children affected severely than the adults. The countries include Senegal, Upper Volta and Chad. In the south and Morocco, Algeria, Libya and Egypt in the north. The zone extends south East through Somalia and Northern Kenya. In south of Equator the zone covers Lesotho, part of Cape Town among others. These regions observed reduced participation of children (UNESCO, 2009).

Education Access Scheme EAS (2000) rich home facilities access to education and ensure all children have access to the general education curriculum(www.readingrockets.com,2013). A study by van Der Nest huizen and Du Toit(1994)on poor performance revealed that many children failed to access to education due to fact that schools are concentrated in urban areas than in rural areas hindering children from poor families from accessing to better schools in south Africa, similar characteristics can be noted in Oldonyiro, Isiolo county. (UNCRC) Article 32 states that parties recognize the rights of the child be protected from economic exploitation and ,from performing work that is likely too hazardous to children education, health, moral or social development.

In Kenya out of 1.2 million children out of school, 196,000 are reported to be in child labour and seven percent of children aged 5-7 have never set their foot in school (International Labour organization(ILO) article`89(2). According to Ahmed (2004) access to education during drought is in most cases low unless there are other incentives such as school meals in drought stricken regions. While girls in arid regions are involved in search of water, boys miss out school to take care of animals which have to be driven, long distance, in search of water and pasture (Bwonda & Njeru 2005). The drought that hits various arid regions of the country creates serious food shortages, pulling more than one million Kenyans at risk of hunger.

Drought has always been a major threat among natural hazards to people's livelihood and social economic development. Drought in Kenya is more frequent than other disasters. According to the Republic of Kenya (2006) arid and semi-arid areas have largely lagged behind in development that has made it difficult for the regions to achieve the MDGs and national development target. Drought and famine within the pastoralists and nomads in Oldonyiro Isiolo county becomes an emergency because they interfere with the education system in the region. Studies by, Krafli (2004), Kiungu (2000) and Sifuna (1990) indicate that reaching the people in ASAL areas with formal education has been a major challenge attempting to entice them to school interventions such as Free Education(FPE)school feeding program and a try in introducing boarding schools and mobile schools.

Pastoralists and nomads in Isiolo still have a high drop-out rate due to distance to and from school, child labour and mobility as the families strive for survival. (Action Aid Ken1998)Communities in the ASAL regions relies wholly on natural resources, which have made them vulnerable to natural disasters like floods, drought, famine and man-made disasters like conflict and destruction of property as they scramble for the limited resources. These communal conflicts pose great threat and anxiety in teachers, pupils, parents and causes lots of damage to schools and education system (Orpinas & Frankowski, 2001). Nevertheless, even in their normal circumstances, people living in arid and semi-arid regions often face extreme challenges in meeting their basic needs.

Thus provision of quality education demands attention on pupils learning environment. Drought and famine within pastoralists and small scale farmers in Isiolo becomes an emergency because they interfere with the education system in the area .The climatic uncertainty and associated risks are high in ASAL areas. These require a contingency plan and a number of efforts to develop systems for early warnings of impending disaster including climatic shock. Most or all the learners are faced by various education challenges after their families migrate in search of daily bread/pasture. In the run members of the family maybe separated as an aspect that causes them to be out of school as they too strive to look for food peer parenting or baby sit their younger siblings in the absence of their parents.

The elder brothers and sisters may accompany their parents in search of daily bread in form of child labour, hence inaccessibility of education. Family stability

is interfered with by these separation and at certain times loss of life. The save the children alliance says-`Education for children affected by emergencies, `is education that protects the well-being, fosters learning opportunities and nurtures the overall developments of children affected by conflicts and disasters (Sinclair, 2002).

1.2 Statement of the problem

During drought or conflict most parents relocate and the distance learners need to walk to school hinders their attendance. Children especially girls are forced out of school to look after young siblings, weak parents or even look for employment so as to supplement on the family budget. Young children are denied their chance to go to school and instead help out on domestic chores. Therefore, due to lack of basic needs, young children are engaged in child labour, hence lowering the access of the learners to education (Shira, 2005).

According to UNESCO (2010) it is estimated that more than 30 million pupils aged 10–14 in sub-Saharan Africa will not complete primary school at the end of the twenty first century. This exists despite there being a strong correlation between the introduction of FPE (Free Primary Education) policy and increase in enrolment rates across the country (Oketch, 2008; Sifuna, 2005; Republic of Kenya, 2005). Oldinyiro Sub-County which fall in the arid areas has one of the lowest retention rate in the country (an average of 36.5 percent) (Republic of Kenya, 2012). This implies that even out of the few pupils that enrolled in school, majority dropped out before completion. Various studies have been done in

Kenya on pupils retention. For instance Muema and Mutegi (2011) did a study on the impact of school feeding programme on pupils' retention in primary schools in Kenya. Macharia (2011) carried out a study on the determinants of low access and retention in primary schools in Mathioya District. In addition Abdullahi (2012) did a study on the effect of SFP on access and retention among school pupils in nomadic families in Wajir District. This research intended to fill in the research based gap on the influence of drought on children's participation in primary level education in public primary schools in Oldonyiro, Kenya.

1.3 Purpose of the study

This study sought to investigate the influence of drought on pupils' participation in primary education in public schools in Oldonyiro Sub-county Isiolo County, Kenya.

1.3 Objectives of the study

- i. To establish how conflict influence pupils' participation in primary education in public schools in Oldonyiro sub-County.
- ii. To determine the influence of distance from home to school on pupils' participation in primary education public schools in Oldonyiro sub-county.
- iii. To determine the influence of child labour on pupils' participation in primary education public schools in Oldonyiro sub-county.
- iv. To establish how family displacement influence on pupils' participation in primary education in public schools in Oldonyiro sub-county.

1.4 Research questions

- i. How does conflict influence pupils' participation in education in public primary schools in Oldonyoro sub-county?
- ii. How does distance from home to school influence pupils' participation in primary education in public school education in Oldonyiro sub-county?
- iii. What is the influence of child labour on pupils' participation in primary education in public school education in Oldonyiro sub-county?
- iv. What is the influence of family displacement on pupils' participation in primary education in public school in Oldonyiro sub-county.

1.5 Significance of the study

The findings from the study may be used by policy makers in the education sector when formulating policies on the retention of pupils in schools such as construction of boarding schools and improving the school feeding programme in the region which will enhance the achievement of intended educational objectives. The study may be of importance to the communities living in drought prone areas as it will highlight how the pupils can remain in school despite the challenges and difficulties posed by drought. The government, non-governmental organizations and donors may also use the findings in the identification and elevation of the factors influencing retention of pupils in public primary education in arid and semi-arid areas in Kenya. The study may therefore become a base for further research on the area of retention of pupils in enhancing curriculum implementation. School communities can also find strategies they could undertake

to ensure more students benefit from basic education programme hence empowering the local communities to come out of the cycle of poverty. The study may be able to reduce wastage in education as an impediment to Kenya`s vision 2030. It is also significant because it may contribute to the existing stock of knowledge on the relationship between school inputs and access, hence shed light on future contingency plan.

1.7 Limitations of the study

It was difficult to monitor pupil`s behavior especially during non-contact times. Their attitude did not have standard time for manifestation and the researcher might miss recording changes experienced when the children were away from the researcher. However, the researcher used questions that helped to track such changes. Some children and teachers may not be interested in providing information due to their ethnic backgrounds. However, private contact areas and times were used to reduce chances of occurring detachment of respondents by creating rapport with them.

1.8 Delimitations of the study

The study was delimited to public primary schools of Oldonyiro Sub-County. Since the study was to be conducted in only one sub-county, the findings were generalized to the rest of the country with caution. This was due to the fact that Oldonyiro Sub-County is influenced by certain unique environmental factors that could not be in the rest of the country such as poverty, drought and conflict.

1.9 Basic assumptions of the study

It was assumed that:

- i. Provision of food through school feeding programme is essential in public primary schools in ASALs.
- ii. The records (class register and pupils exercise books) will be available and accessible in schools.
- iii. The respondents will be free, knowledgeable and fair to provide the required information.
- iv. School feeding programme enhances performance in primary school.

1.10 Definition of significant terms

Conflict refers to a clash of interest between two parties.

Displacement refers the state of being forced out of one's home as a result of violent attacks.

Distance to the far pupils cover from home to school daily.

Education refers the process of acquiring knowledge, skills, attitude and values

Insecurity refers to the state; actual or perceived of feeling threatened as a result of looming or actual attacks.

Participation refers to a state where all boys and girls of school-going-age access education; they are retained in school and are all able to complete basic education.

Pastoralists refer to people, who depend for their living primarily on livestock,

1.11 Organization of the study

This study was organized into five chapters; In the introductory chapter, the concepts under investigation was presented in the form of background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitation of the study, delimitations of the study, basic assumptions of the study, definition of significant terms and organization of the study, Chapter two dealt with the review of related literature and also present the theoretical framework and conceptual framework. Chapter three was the research methodology which includes the research design, target population, sample size and sampling procedure, research instruments, reliability of instruments, validity of instruments, data collection procedures and data analysis. Chapter four contained the findings from the study in line with the four objectives and finally chapter five highlighted the conclusion and the recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

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

2.2 Concept of environmental factors and participation in education

An estimate of 25 to 40 million children of school age, live in nomadic or pastoralists households in Africa alone (Education and Gender Equity services, (2005). The Jomtien Declaration of EFA of 1990, the Dakar Declaration of EFA 2000 and Millennium Development Goals (MDGs), all state that every child is entitled to basic rights, among which education is key. A2007 United Nations Education and cultural organization (UNESCO) and UNICEF report addressed three Inter-related rights that must be addressed in order to provide EFA.

Drought is a recurring climatic event and a global phenomenon, but its feature varies from region to region. It is a chronic problem in arid and semi-arid regions. Conceptually drought is considered to describe a situation of limited rainfall substantially below what has been established as a normal amount for the area concerned, leading to adverse consequences for human welfare. Drought like any

other disaster will slow down progress towards the achievements of MDGs (UN, 2001).

Disaster hit families, often fail to send children to school (Achoka & Maiyo, 2008). Due to the worsening economic conditions of the family, parents opt to withdraw their children from school to do manual work for instance, looking after cattle and doing household chores to supplement the family finances (Heavens, 2006). In Ethiopia, one of the countries hard hit by drought, children have been forced to drop-out of school to move on with their flock in search of better pasture (UNICEF, 2010). This view has been shared by one Kenya Red Cross (2011) that due to drought among the pastoralists communities, school drop-out have increased significantly with young men abandoning learning to become migrant herders. These trends have affected the retention of pupils in schools in drought prone regions. Amidst more than 6 million people, in the world, 1200 million are pastoralists (UN) organization for coordination of Humanitarian Affairs,(2005).

These rights include, right to access quality education (United Nations Declaration for Human Rights, (1948). The right to education is an enabling right- such rights provide an individual`s more control over the course of his life and in particular, control over the states action on individual (Women Commission, 2006).

Opportunity cost refers to labor time cost to the parent when the child goes to school. The opportunity cost are usually much higher than for boys, since girls

are expected to do more domestic work than boys (Alkinar & Unterhalter, 2005,39-40) A report by UN (2001) revealed that the division of labor in the home favors males leaving time and energy consuming domestic work to mothers and their daughters. Girls undertake heavy domestic work at a very early age. They cook clean the house, and with all these chores done girls may be too exhausted to concentrate on their studies often resulting to poor access, retention and early drop-out from the educational system (2001). The problem of child labor is quite common in Oldonyiro Isiolo County, where children are engaged in peer parenting, home chores, small business or herding.

In rural areas where families are mostly poor, children drop out of school so as to work as house help, and thereby earn their family income. Such habit usually denies girls the opportunity to complete their primary education as girls labor is seen to be imperative for family survival (World Bank, 1998). Family poverty derives many girls out of school and into early marriages. Global Survey on reduction in emergencies, has found that underfunding of educational services is particularly acute and that education also suffers from lack of a systematic International response to internal displacement (Amnesty International, 2008). Some parents prefer to keep their children from school and engage them in income earning activities to supplement family income. For this reason most of these parents find that the cost of education is too high (UNESCO, 2011). Farmers are dependent on their school aged children for herding animals and undertaking other household tasks which are important for their survival.

Pastoralists require flexible education delivery modes that take into account their children`s work at home, that which schedules lessons outside nomadic working time and at the same time transfer learning to the homestead (GOK, 2012). The educational participation of Oldonyiro Isiolo county`s children in particular is low in part because families must weigh up the relative cost and benefits of a child being separated from the informal learning that takes place within the community for a formal education (Abdi, 2010).

2.3 Conflict and pupils participation in primary education

Since the adoption of the Education for All (EFA) goals in Dakar, Senegal in 2000, many regions of the world have shown remarkable gains toward meeting the six EFA goals by 2015. However, as the 2010 EFA Global Monitoring Report states, there are still many countries that remain far from achieving their commitments (UNESCO 2010a, 10). Conflict represents a major impediment for the realization of the EFA and Millennium Development Goals (MDGs), especially for the universal completion of primary education and gender equality in primary and secondary education (Buckland 2005, 1).

Over half of the world`s primary-aged children out of school are estimated to live in conflict-affected fragile states (Nicolai 2008, 27). Given that armed conflicts vary in duration, intensity and localization, educational systems may be affected in different ways. Research has exposed many dimensions of the educational system that are negatively affected by conflict, especially with regard to existing inequalities within societies, whether by region, gender or ethnicity. On the other

hand, not every conflict-affected country is off track for achieving the Millennium and EFA goals. The World Bank has identified 13 conflict-affected countries that are on track to meet the goal of universal primary education, including Colombia, El Salvador, Kosovo and Sri Lanka (Buckland 2005, 29). Some international organizations see conflict as both a major challenge and a major opportunity, as the post-conflict environment may be fertile ground for substantial development (Buckland 2005; Nicolai 2008).

In order to improve educational policy responses during and after conflict periods, it is essential to understand the complex effects of conflict on education. Therefore, this study conducts a quantitative analysis of the effects of conflict on national education systems in the following 25 countries: Afghanistan, Bosnia and Herzegovina, Burundi, Cambodia, Central African Republic, Chad, Colombia, Democratic Republic of the Congo, Republic of the Congo, Côte d'Ivoire, Eritrea, Ethiopia, Guatemala, India, Iraq, Mozambique, Pakistan, Rwanda, Sierra Leone, Somalia, Tajikistan, Turkey, Uganda, Yemen, and Zimbabwe.

Conflict affects education in many ways. Most tragically, it results in the death or displacement of teachers, staff and students. For example, more than two-thirds of teachers in primary and secondary schools were killed or displaced as a result of the Rwandan genocide (Buckland 2005). Cambodia and Somalia represent extreme cases. In the late 1970s the Cambodian educational system was left in ruins with virtually no trained or experienced teaching professionals (Buckland 2005). State collapse in Somalia coupled with targeted attacks on educational

infrastructure ground the country's educational system to a halt (Abdi 1998). War and conflict also often destroy and damage schools and educational infrastructure. The World Bank reports that as a result of the conflict in Bosnia and Herzegovina, 50 percent of its schools required repair or reconstruction (Buckland 2005). Similarly, 58 percent of primary schools in Mozambique had been closed or destroyed as a result of its long civil war (Brück 1997). The level of destruction was even higher in Iraq, at 85 percent (Buckland 2005). Schools and places of learning are often explicit targets during periods of armed conflict. In *Education Under Attack*, UNESCO reports that "education has been attacked in at least 31 countries in Africa, Asia, Europe and Latin America over the past three years" (2010b, 15). One of the most afflicted countries is Afghanistan, which witnessed a dramatic increase in attacks on schools, from 242 in 2007 to 670 in 2008 (UNESCO 2010b).

2.4 Distance from home to school and pupils' participation in primary education

Research points to distance to school being an important factor in education access, particularly for rural populations (Nekatibeb, 2002). In research sample areas in Ethiopia and Guinea, as elsewhere the greater the distance from home to school, the less likely it is that a child will attend (colclough, 20000). In terms of dropout this might affect younger children if the journey is deemed too far and girls where parents/guardians are afraid of sexual harassment especially as they grow older (Nekatibeb, 2002), and more for girls than boys because girls are seen

as weaker than boys. Distance to school causes irregular attendance and temporary withdrawals from school which in the long run led to dropping out from school.

Where you live and where you come from can be very important influential factors in many life decisions and events (Tinto, 2004). This notion could be also true for primary school pupils living in the drought prone areas. Location could be a driving force when pupils are considering whether or not to enroll in school and also whether or not to persist in school. For many moderately selective public primary schools located in arid and rural areas, geographic restriction remains a concern for enrollment administrators. The effect of geographic factors on retention is a commonly discussed issue. It is often speculated that geographic characteristics of both rural-based schools and pupils influence persistence, particularly pupils coming from far off distance from schools.

2.5 Child labour on pupils' participation in primary education

The term `child labour` is often defined as work that deprives the children of their childhood, their potential and their dignity, and that is harmful to their physical and mental development (ILO, 2011). The commission into the education system of Kenya (ROP, 1997) noted that child labor is a rampant practice that continues to keep children out of school especially in the prevailing situations of poverty at the household level. The current data indicates that despite the FPE policy being well on course, there are still up to 19 million children trapped in different types of child labor. Out of this number, 13 million of them are completely out of school

with the remaining lot trying to combine education and the world of work (APPCANN, 2005).

Poverty is one of the underlying causes of domestic child labor (Suda, 2001). Girls in poverty are more often employed in the informal sectors, either in domestic work ,paid or unpaid or in agriculture sector (Population Council, 2000). A recent survey of the UNICEF of household in sub-Saharan African countries indicate 31 percent of the children aged between 5 and 14 are engaged in unconditional worst form of child labor (UNICEF, 2004). Girls are being employed as a child labor, bearing the main burden of house work and taking on the role of caring for the young siblings do have impact on girls retention.

Child labor is deeply entrenched obstacle to Education for All. Child labor ranges in scope from young girls collecting water and firewood with their mothers to young boys looking after cattle and engaging in paid work and to some extent and dangerous forms of work. It cannot be assumed that ability to combine work and school is conducive for learning (GMR, 2010)

Evidence from Latin America indicates that this is detrimental achievement (Gunnerson et al, 2006). Even modest levels of child labor at early stages hand adverse consequences for cognitive abilities with regular work being most detrimental (Gunnerson et al, 2006, Sanchez et al, 2009). Child labour often magnifies poverty related gender disadvantage (GMR, 2010).

2.6 Family displacement on pupils' participation in primary education

Traditionally, cattle rustling among the pastoralists communities were considered as a cultural practice. It was sanctioned and controlled by the elders. The issue of cattle rustling had been trivialized as a mere cultural practice, yet for a period of time; there have emerged new trends, tendencies and dynamics leading to commercialization of the practice. There has emerged a new system of predatory exploitation of the pastoral economic resources manifesting itself in the form of banditry and cattle rustling. The result of this is that a big section of the pastoralist's community has been displaced and many have either been killed or maimed. The livelihoods of these groups have been completely cut. Many are trying to survive in completely new and difficult circumstances (Sommers, 2002).

More than 20 million people were internally displaced by civil wars at the end of 2007 (UNESCO, 2011). In the late 1970's the Cambodian Educational system was left in shambles with virtually no trained or experienced teaching professionals. More than two thirds of primary and secondary school teachers were killed or displaced as a result of the Rwandan genocide (Buckland, 2005).

Stewart and FitzGerald, (2001) and Keen, (2001) have pointed out, the impacts of violent conflict can be divided into direct and indirect effects: The first consists of killing and wounding, while the second comprise "the indirect effects on human welfare of war-induced changes in economic, social, and political life".

Empirical evidence suggests that IDPs move as a direct result of fighting, land confiscation, massacre, and fear of forced recruitment into the armed groups, death threats, death of family or community members, and other fear-inducing elements of conflict (Kirchoff & Ib´añez, 2002). After moving, IDPs face obstacles to social and economic integration in receptor locations, including psychological trauma, reduced social capital, family fragmentation, difficulty finding employment, and loss of assets. For example, (Kirchhoff & Ib´añez, 2002) show that 83 percent of landowners in their study were forced to abandon their land without compensation. The particular challenges of forced displacement suggest that IDPs are a highly vulnerable group requiring special attention in order to successfully integrate into the larger community. Displaced children are at risk of losing out on education when the receptor communities are not ready to integrate them in their schools (Buckland, 2005).

2.7 Theoretical Framework

This study adopted the environmental theory postulated by Burns and Stalker (1961 – 1967). The theory postulates that an environment consists of internal and external element. The external environmental elements are based on political, economic and social factors, whereas the internal environmental elements include organizational components like administration, tasks and persons. Burns and Stalker studied organizations and their environment, they reported that stable and unchanging environment is dependent of the following characteristics; demand for the organization’s product or service is stable and predictable, unchanging and

stable set of competitors, technological innovation and new product development are evolutionary rather than revolutionary as well as stable and slow changing government policies to enhance organization regulation (Nyongesa, 2007).

The characteristics of environmental theory arise organizational efficiency, top management decision making, communication and coordination through the internal and external elements, elaborate network policies, procedures and controls. The types of environments that affect behavior may be physical (e.g., weather or climate, community resources, the built environment, the information environment) or social (e.g., social support, norms, beliefs, and attitudes) as well as objective (actual) or subjective (perceived) (Sallis & Owen, 2002). The environment can be a particularly strong behavioral determinant for behaviors that are directly shaped through environmental constraints and supports, such as physical activity (Owen et al., 2004; Bandura, 1986). This entry focuses mainly on the built environment related to eating and physical activity.

This theory is therefore deemed appropriate for this study since pupil participation is promoted when elements of the educational environment are stabilized. Factors related to conflict, drought and poverty that hinder pupils participation are external elements while availability of school feeding programmes, security and provision of teaching and learning resources in the schools are the internal elements. Efficient integration of the two categories of elements enhances pupils' participation in public primary schools through enrolment, attendance and eventually performance.

2.8 Conceptual framework

The following is a conceptual framework of the proposed study;

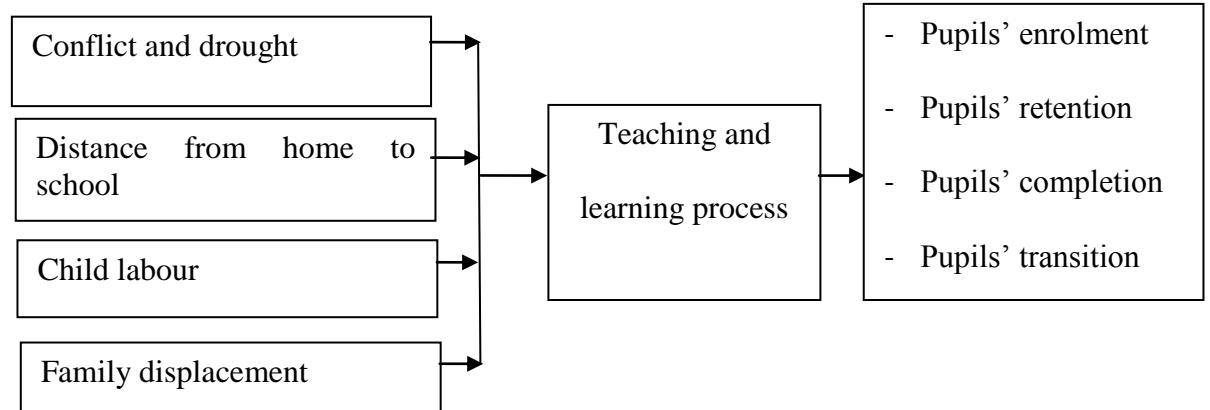


Figure 2.1 Relationship between independent variables and dependent variables on the influence of droughts on pupils' participation and access to primary education

This study was based on the concept that the access and participation of the pupils in school is influenced by factors such as socio-economic, cultural, geographical and security factors. When the pupils come from poor backgrounds it is highly likely that they were not remain in school on many occasions, their schooling were interrupted with the urge to help their family through child labour.

Finally, due to insecurity resulting from rampant cattle rustling in the regions and constant conflicts due to scramble for the scare resources, most pupils always find themselves displaced from their homes and cannot therefore attend school. However, the interventions by the government through various policies such as the school feeding programme and boarding schools were enhance the retention of pupils in schools as the learning process was not be interrupted.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter highlights the processes and procedures that were used to conduct the study. It was organized under the following sub-headings: research design; target population; sample and sampling procedure; research instruments; instrument validity; instrument reliability; data collection procedure and data analysis techniques.

3.2 Research design

The study adopted a descriptive survey research design to determine how complex emergency factors influence girls' participation in primary education in Isiolo County. Descriptive research design is a method of collecting data through interviews or questionnaires directed at a sample population. It was the most suitable for this kind of extensive research. According to Orodho (2003) it is an excellent vehicle for the measurement of characteristics of a large population.

Proponents of this method state that it is highly convenient as it enables faster collection of data while maintaining high levels of confidentiality to the subjects. (Kothari, 2003) asserts that this kind of design ensures that the study gets an accurate view of response to issues as well as test theories on social relationship at both the individual and group level.

3.3 Target population

Target population is an entire group of individuals, events with common observable characteristics (Mugenda & Mugenda, 2003). The target population was all the 14 primary schools, the 14 head teachers, 70 teachers and 3145 pupils in Oldonyiro Sub-County.

3.4 Sample size and sampling procedure

The ideal sample is the one that is large enough to serve as an adequate representation of the population the researcher intends to generalize his findings. According to Mugenda and Mugenda (2003) ten percent to thirty percent (10 percent to 30 percent) of the population can be picked from a large population. For this study the researcher used all the schools thus all the 14 head teachers 70 teachers participated. Simple random sampling was used to sample 10 percent of the pupils thus 315 pupils in primary responded to the questionnaires to ensure a viable representation.

3.5 Research instruments

In order to address the research objectives and research questions, the research used a mixed methods approach to collect data. Semi-structured questionnaires were developed to give the researcher an in-depth understanding of how drought influences the access and participation of boys and girls in primary education. They were administered to teachers, and class six, seven and eight pupils in primary schools. They were the main data collection tool. The existing literature

was also reviewed during the study. These included print and electronic materials and participatory field analysis of trends, causes and effects of drought. Photographs and interview schedules for the head teachers were also used. Interviews were preferred as they provide more in-depth data as compared to a questionnaire. It was also possible to get more information using probing questions. The researcher engaged the head teachers through interviews which helped her probe and sought clarification.

3.6 Validity of instruments

Validity is the degree to which a test measures what it is supposed to measure. Content validity of a measuring instrument is the extent to which it provides adequate coverage of the investigative questions guiding the study (Mugenda & Mugenda, 2003). In this study, content validity was determined by consulting the expertise of the supervisors. The experts looked at every detail of the questionnaires and analyze to ascertain that the questions answer the research objectives of the area under study. Their recommendations were taken into consideration to improve the instruments. The pilot study was conducted also revealed the validity of the instruments and corrections done where necessary.

3.7 Reliability of instruments

The instrument is said to be reliable if it consistently yields similar results when re-tested with similar subjects (Mugenda and Mugenda, 2003; Orodho, 2004). The researcher conducted a test-retest study and repeat it again to test the reliability of the instruments.

3.8 Data collection procedures

The researcher applied for a research permit from the National Commission for Science, Technology and Innovation (NACOSTI). On obtaining the permit, a copy was given to the County Education Officer, Isiolo County. The researcher then booked appointments with the head teachers of the schools and notify them on the purpose of the study. The researcher then visited the select schools on the agreed upon days to administer the questionnaires to the teachers and pupils and conduct the interviews and observe the state of the schools while taking photographs.

3.9 Data analysis

Data collected was subjected to qualitative and quantitative analysis. According to Hordijk (2007) allows us to discover how people give meaning to their lives in a very flexible manner. Quantitative data comprising of answers to the close-ended questions and categorized data analyzed using descriptive statistics supported by tables, pie-charts, frequency distributions and percentages because they easily communicate the research findings to the majority of the respondents. Frequencies easily show the number of times a response occurs or the number of subjects in a given category. Percentages were used to compare the sub-groups that differ in proportion and size. The data from the interviews were carefully read and coded after editing the field notes. The coded responses were analyzed deductively through SPSS computer program

Qualitative data was included answers to open ended questions and photographs taken. Such data was analyzed through coding; identifying and establishing patterns, features, themes. My notes were taken during jotting and in my field diary also compiled and closely studied. Moreover, cultural aspects were taken into account when analyzing people's responses. Data analyzed was form the basis for research findings, conclusions and recommendations.

3.10 Ethical considerations

Ethical challenges are conflicts of interest between the researcher and the respondents. Therefore this study was observed the following considerations in order to avoid biasness; it may be useful to think of risks and responsibilities. The responsibilities for this study lied firmly with the researcher; the risks can be on both sides (Mugenda & Mugenda, 2003). For this study no incentives to take part was provided. Individual potential participants were also fully informed, and had the option of not taking part. However, if a participant failed to complete and return a questionnaire, the researcher made a follow-up request for its completion and return. Making data 'anonymous' means removing the contributor's name, thus, in this study the researcher did not need the participant's identity. Confidentiality relates to the protection of the respondents' identity. The respondents were assured that the information provided were treated with confidentiality and only used for the purpose of the study.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

This chapter presents the findings of the data starting with the presentation of the demographic information. The second section presents the findings on the effect of environmental factors on pupils' participation in schools. The third sections presented and discuss the findings on the influence of family displacement on participation followed by the effect of geographical factors on the retention of pupils. Finally, the findings on the influence of conflict on pupils' participation in primary schools in the drought areas. The presentations were done based on the research questions.

4.2 Questionnaire response rate

Questionnaire return rate is the proportion of the sample that participated as intended in all the research procedures. In this study, 12 out of 14 the head teachers questionnaires were returned (85.7%), out of 70 teachers sampled, 56 (80.0%) returned the questionnaires. Out of 315 pupils' questionnaire, 308 pupils' questionnaires were returned making 97.8 percent response return rate. Therefore, the study realized a total response rate of 94.2 percent which was deemed satisfactory for the purpose of the study as indicated by Mugenda and Mugenda (2003).

4.3 Demographic information

This section presents the demographic information of the respondents in the study. The demographic information for the respondents focused on gender, education, teaching experience, and the class of the pupil respondents. This information was to give an insight on the respondents' characteristics. The findings of the study are presented in the subsequent sections.

Table 4.1 Distribution of respondents by gender

| Gender | Head teachers | | Teachers | | Pupils | |
|--------------|---------------|--------------|-----------|--------------|------------|--------------|
| | Frequency | Percent | Frequency | Percent | Frequency | Percent |
| Male | 9 | 75.0 | 27 | 48.2 | 259 | 84.1 |
| Female | 3 | 25.0 | 29 | 51.8 | 49 | 15.9 |
| Total | 12 | 100.0 | 56 | 100.0 | 308 | 100.0 |

According to the results of the study presented in Table 4.1, most of the teachers were female (51.8%), while most of the head teachers were male (75%). The findings may indicate that there are slightly more female in the teaching profession than male, though the leadership is male domineering. Also most of the pupils in upper primary are boys (84.1%).

The study sought to establish the class representation of the pupil respondents and presented the findings as shown in Table 4.2.

Table 4.2 Pupils' class distribution

| Classes | Frequency | Percent |
|----------------|------------------|----------------|
| Std 6 | 18 | 36.0 |
| Std 7 | 18 | 36.0 |
| Std 8 | 14 | 28.0 |
| Total | 50 | 100.0 |

Table 4.2 shows that, pupil representation was equal though class eight pupils were slightly lower. The findings show that pupil numbers reduce as their classes progress implying that drop out or absenteeism interfered with pupils participation in primary education.

The study sought to establish the highest academic qualification of the teacher respondents. The results are presented in Table 4.3.

Table 4.3 Distribution of Teachers by Level of Education

| Level of Education | Frequency | % |
|---------------------------|------------------|--------------|
| P1 | 23 | 41.1 |
| Diploma | 21 | 37.5 |
| Bachelors degree | 12 | 21.4 |
| Total | 56 | 100.0 |

The results of the study show that 41.1% of the teacher respondents have form four certificates while 37.5% have diploma certificates.

Respondents were asked to indicate how long they have taught in the current schools. The results are presented in table 4.4.

Table 4.4 Distribution of respondents by teaching experience

| No. of years | Head teachers | | Teachers | |
|----------------|---------------|--------------|-----------|--------------|
| | Frequency | Percent | Frequency | Percent |
| Below 1 | 0 | 0.0 | 12 | 20.0 |
| 1-5year | 0 | 0.0 | 27 | 48.0 |
| 6-10 year | 1 | 8.3 | 7 | 12.0 |
| 11-15 year | 2 | 16.7 | 4 | 8.0 |
| 16-20year | 4 | 33.3 | 2 | 4.0 |
| Above 21 years | 5 | 41.7 | 4 | 8.0 |
| Total | 12 | 100.0 | 56 | 100.0 |

The study established that most of the teacher respondents (68%) have been in their current school for less than 5 years. The results show that 12.0 percent of the teacher respondents have been teaching in their current schools for between 6 and 10 years. This could be interpreted to mean that most of the teachers and head teachers have been in their current institutions long enough to understand the problems faced by the pupils in these regions.

4.4. Influence of Socio-economic Factors on Pupils' Retention in School

In this section the study sought to determine the socio-economic factors influence on the retention of pupils in schools. The findings are presented in the subsequent sections.

4.4.1 Occupation of the Pupils' Parents

The student respondents were asked to indicate their parents' occupation. Table 4.4 shows the results.

Table 4.5: Occupation of the Pupils' Parents Occupation

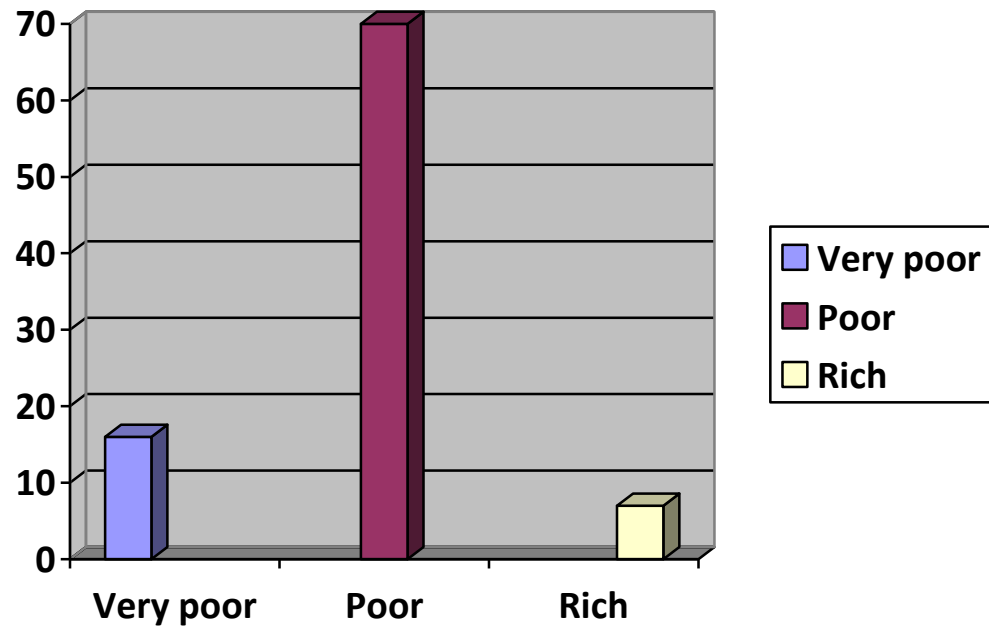
| Occupation | Frequency | % |
|-------------------|------------------|--------------|
| Pastoralist | 105 | 34.0 |
| Employed | 154 | 50.0 |
| Casual labourers | 30 | 9.7 |
| Farmer | 19 | 6.3 |
| Total | 308 | 100.0 |

From the study findings, 50% of the pupil respondents' parents were employed. The findings further show that 34% of the respondents' parents were pastoralists. The findings may be interpreted to mean that even though half of the parents are employed, the other half are agriculturalists. This shows why the region is an emergency area because the economy here is largely dependent on agriculture which is likely to fail due to drought.

4.4.2 Economic Status of the Parents

The study sought to determine the economic status of the parents. The findings are presented in Figure 4.1.

Figure 4.1: Economic Status of the Parents



According to the study findings, majority of the teacher respondents (77%) described the parents as poor. These findings of the study may be interpreted to mean that majority of the families in Oldonyiro Sub-County are categorized as poor. The findings confirm the Kenya Integrated Household Budget Survey (2006) and Oxfam (2008) Isiolo County has the highest level of poverty in the country as it is ranked 45th county nationally with a 94.3% poverty level.

4.4.3 Economic Status of Parents Influenced Retention of Pupils

The study sought to determine the economic status of the parents had any influence of the retention of pupils in schools. The findings are presented in Table 4.5.

Table 4.6: Economic Status of Parents Influenced Retention of Pupils

| Category | Frequency | % |
|--------------|-----------|--------------|
| Yes | 52 | 92.9 |
| No | 4 | 7.1 |
| Total | 56 | 100.0 |

The results of the study show that 92.9% of the respondents indicated that indeed the economic status of the parents influenced the retention of the pupils. The respondents explained that due to poverty, the parents are not able to provide for their children's needs fully and this makes them drop out of school. The respondents further explained that poverty has not made the pupils to concentrate in their studies. The respondents explained that pupils stay at home to look for food to sustain them. As a result the pupils will not come to school but engage in activities that will either generate income or get them some food.

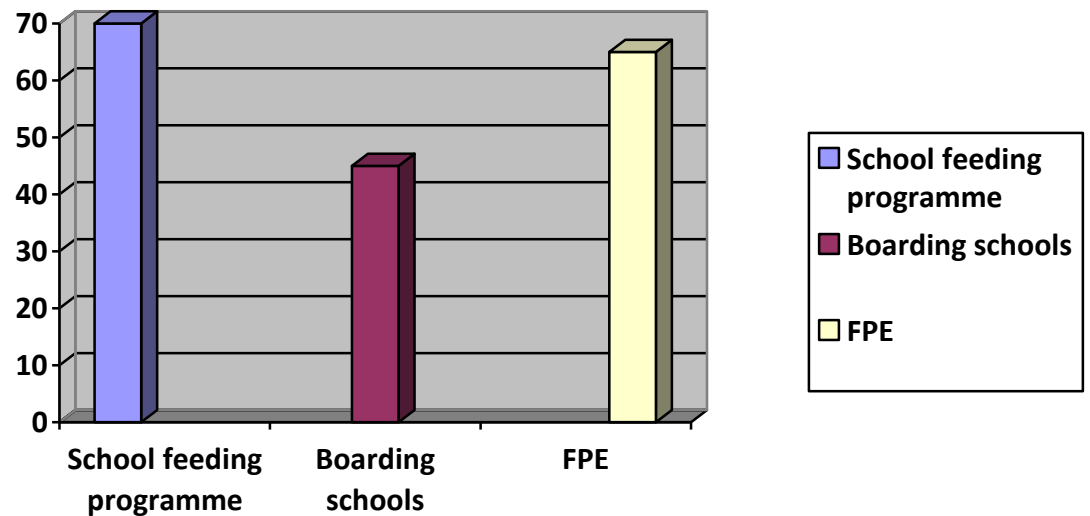
These findings confirm the report by Oxfam (2008) on *Education for All in Isiolo* that the pupils' enrolment in schools are affected by hunger and especially those of the pastoralist communities due to the fact that they are lowest ranked in terms of poverty levels in the country. Oxfam report notes that the enrolment rate of

Oldonyiro is 43% against the national 95% which is an indication that the economic status of the parents indeed affect the retention rate of the pupils in primary schools. The study findings also confirm the report by UNICEF (2005) that a combination of harsh climate and poverty has locked out over 60% of the eligible children from accessing schooling.

4.4.4 Measures to improve Economic Status of Parents

The respondents were asked to state what should be done to improve the economic status of the parents and improve pupils' retention in school. The findings are presented in Figure 4.2.

Figure 4.2: Measures to improve Economic Status of Parents



The study findings revealed that 70% of the respondents indicated that the government has introduced school feeding programme in public primary schools to lessen the burden of parents by at least providing meals to pupils in schools.

The results further show that 65% of the respondents indicated that the introduction of free primary education improved the parents' economic status because they no longer need to pay anything to retain their children in school. According to 45% of the respondents, the introduction of boarding schools in the region improved the economic status as the children are kept in school and the parents do not have to worry on what they will eat nor wear.

4.5 Influence of Culture on Retention of Pupils in Primary Schools

In this section the study sought to establish the influence of culture on the retention of pupils in primary schools. The findings are presented in the subsequent sections.

4.5.1 Cultural Factors affecting Education

The respondents were asked to indicate the extent to which they believed the statement regarding cultural practices of the Oldonyiro people influenced the retention of pupils in schools. The findings are presented in Table 4.7

Table 4.7: Cultural Factors affecting Education

| Category | SA | | A | | D | | SD | |
|--|----|------|----|------|----|------|----|------|
| | F | % | F | % | F | % | F | % |
| Education is not a priority | 11 | 19.6 | 17 | 30.4 | 13 | 23.2 | 14 | 26.7 |
| Having large herd of cattle is seen as a success | 30 | 53.6 | 15 | 26.8 | 11 | 19.6 | 0 | 0.0 |
| Women believed to be home makers and should not get education | 11 | 19.6 | 22 | 39.3 | 9 | 16.1 | 14 | 25.0 |
| Girls are a source of wealth to parents therefore married off at early age | 24 | 42.9 | 16 | 28.6 | 9 | 16.1 | 7 | 12.5 |

The study findings show that most of the respondents (50%) agreed that education is not a priority among the Oldonyiro people. The study findings show that 42.8% of the respondents did not agree that education is not a priority. The study also show that 80.4% of the respondents agreed that having a large herd of cattle is seen as a success. According to 58.9% of the respondents, women are believed to be home makers and therefore should not get education. The study further established that according to 71.5% of the respondents, the girls are a source of wealth to parents and are therefore married off at early age. These findings may

be interpreted to mean that the Oldonyiro culture affect negatively the retention of pupils in school.

These findings agree with Hari (2012) Traditions and societal norms are major factors influencing girls' education in many African nations. The perceived ideal roles and characteristics of women and girls influence how girls and boys are socialized in the home, community and school. Parents and community attitudes are mainly influenced by traditional beliefs regarding the ideal roles of women and girls in society such as being a wife and mother. The findings of the study also confirm the views of Nguyen and Wodon, (2012) that Cultural factors have been found to influence access and rate of completion of basic primary school. The findings of the study agree with Ubah, (2002) who asserted that the negative effect of cultural practices such as the child labour especially on the girl-child can take the form of either not being enrolled into the school, lack of concentration in the classroom, ill health or withdrawal (drop-out) from school.

4.5.2 Cultural Practice Influence Retention of Pupils in School

The study sought to determine the extent that culture such as early marriages and cattle rustling influenced retention of pupils in schools. The findings are presented in Table 4.8.

Table 4.8: Cultural Practice Influence Retention of Pupils in School

| Category | F | % |
|-------------------|-----------|--------------|
| No extent | 3 | 5.4 |
| Small extent | 9 | 16.1 |
| Moderate extent | 7 | 12.5 |
| Large extent | 23 | 41.1 |
| Very large extent | 14 | 25.0 |
| Total | 56 | 100.0 |

According to the findings of the study, 66.1% of the respondents indicated that to a large extent such cultural practices as early marriages and cattle rustling have influenced the retention of pupils in schools in Oldonyiro. Asked to explain, respondents indicated that raids scare away the people and children because in the affected areas the schools are always closed due to insecurity purposes. The respondents also explained that the community sees marriage as a source of wealth in the bride price and therefore the parents marry off their school going girls leading to dropout. The respondents explained that the boys are taken to be warriors thereby interfering with their schooling.

The respondents were asked to indicate what the government had done to enhance the retention of pupils in school. According to four respondents, the government by establishing boarding schools has ensured that the learning process is never interrupted by such practices as cattle rustling. The government according to three

respondents has established mobile schools in which the learners can continue with education where they are. The respondents also indicated that through Barazas, the government has been sensitizing the community on the importance of taking children to school. The findings of the study support Low et al., (2005) who noted that culturally prescribed gender roles also influence occupational interest. He noted that many times girls develop beliefs that they cannot pursue particular occupations because they perceive them as inappropriate for their gender. These support the views of Robson (2004) and Ubah (2002) both stated that the effect of early marriage, farm work and other labour has effect on enrolment and retention of pupils in school.

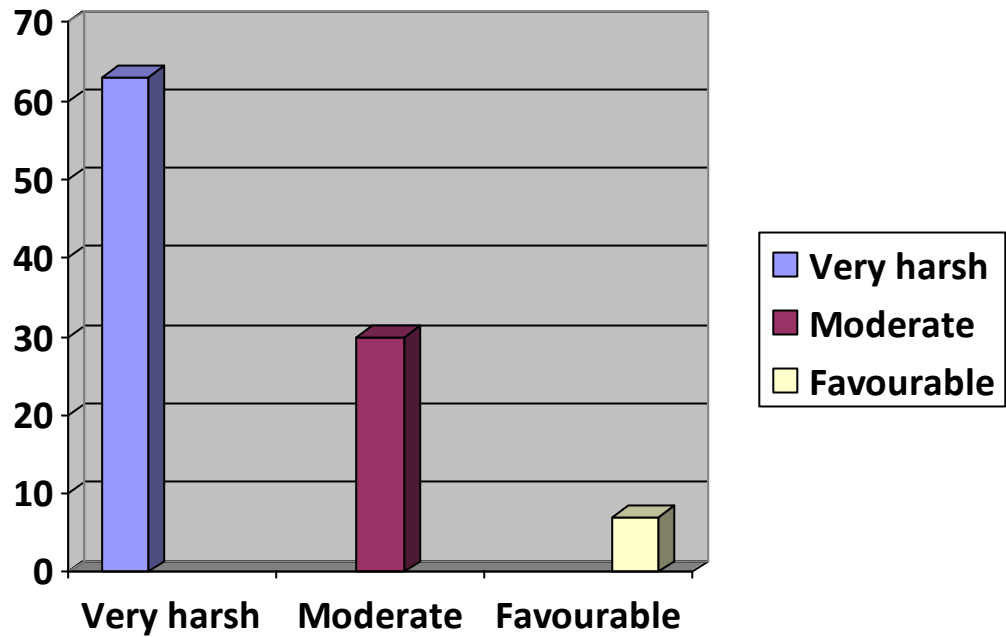
4.6 Geographical Factors Influenced on Retention of Pupils in schools

In this section the study sought to determine how the geographical factors such as the climatic conditions and distance from school have influenced the retention of pupils in primary schools in Oldonyiro Sub-County. The findings of the study are presented in subsequent sections.

4.6.1 Climatic Condition of Oldonyiro

Respondents were asked to describe the climatic condition of Oldonyiro Sub-County. The findings are presented in Figure 4.3

Figure 4.3: Climatic Condition of Oldonyiro



The study findings show that majority of the respondents (63%) described the climate as very harsh. This could be interpreted to mean that the climate in Oldonyiro Sub-County is harsh. The study finding agrees with Tinto (2004) that the geographical factors are a major influence of the pupils living in arid areas.

4.6.2 Distance Travelled to School from Home

The student respondents were asked to indicate how far they travelled to school from home. The findings are presented in Table 4.9.

Table 4.9: Distance Travelled to School from Home by Students

| Category | F | % |
|-----------------|------------|--------------|
| Very far | 179 | 57.6 |
| Near | 130 | 42.4 |
| Total | 308 | 100.0 |

The study show that 57.6% of teacher respondents indicated that the school was located very far away from home.

Table 4.10: Distance Travelled to School from Home

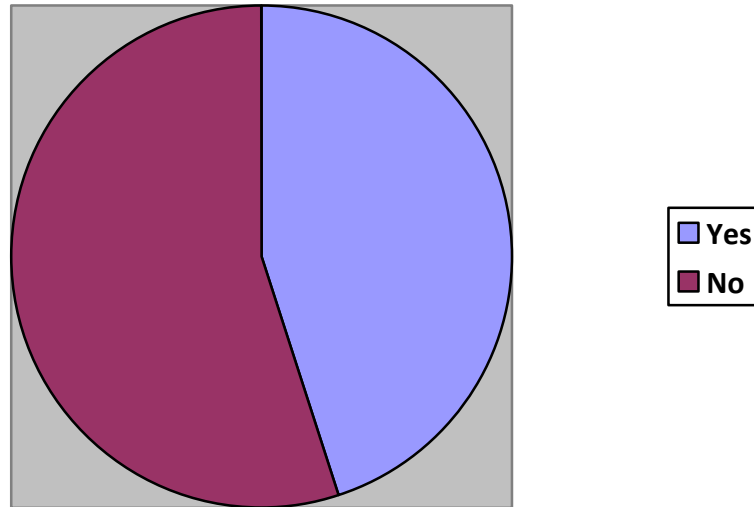
| Category | F | % |
|-----------------|-----------|--------------|
| Long distance | 34 | 60.7 |
| Short distance | 22 | 39.3 |
| Total | 56 | 100.0 |

These sentiments were echoed by 60.7% teacher respondents who indicated that pupils travelled long distance to school. These findings may be interpreted to mean that to a large extent, the pupils travelled long distances to school which is a challenge to retention as some pupils drop out of school due to distance.

4.6.3 Arrive on Time for Classes

The study sought to establish whether the pupils arrived in school on time for classes. The findings are presented in Figure 4.4.

Figure 4.4: Arrive on Time for Classes



According to the findings of the study, 55% of the respondents indicated that the pupils were unable to arrive in school on time for classes. This may be interpreted to mean that the distance from school affected the learning process of most pupils.

4.6.3: Distance Travelled to School Affect Schooling

The pupil respondents were asked to indicate whether the distance from school affected their schooling. The findings are presented in Table 4.11.

Table 4.11: Distance Travelled to School Affect Schooling

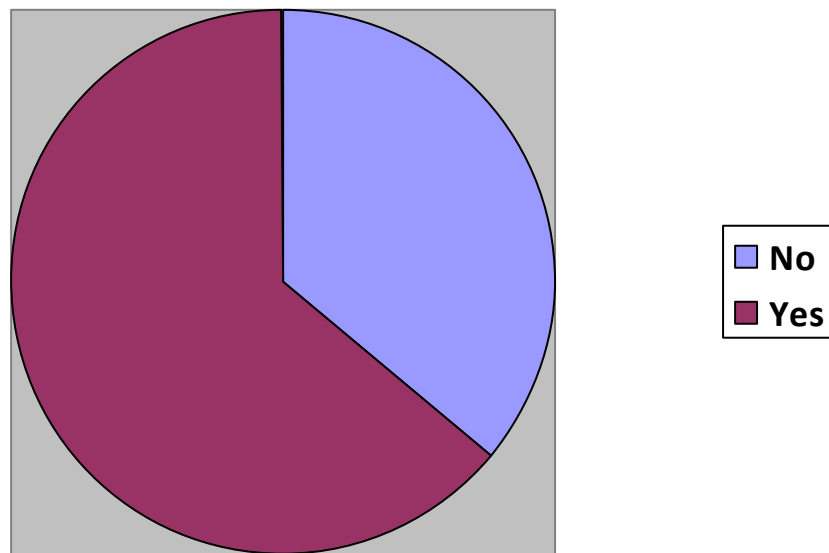
| Category | F | % |
|--------------|------------|--------------|
| Yes | 140 | 45.3 |
| No | 169 | 54.7 |
| Total | 308 | 100.0 |

The study findings revealed that most of the respondents (54.7%) indicated that the distance travelled had no influence on their schooling while 45.3% indicated that the distance affected their schooling. This may be interpreted that distance travelled had a significant influence on the pupils schooling.

4.6.4 Geographical Factors Influence Retention of Pupils in School

The study sought to determine whether the geographical factors influenced the retention of pupils in schools. The findings are presented in Figure 4.5.

Figure 4.5: Geographical Factors Influence Retention of Pupils in School



Majority of the respondents (64%), the geographical factors such as distance travelled to school and harsh climate influenced the retention of pupils in school. However, 36% of the respondents indicated that distance travelled to school and harsh climate had no influence on the retention of pupils in school. Asked to explain their answers, respondents indicated that due to the geographical factors,

they had no classes in the afternoon as the students are unable to concentrate in class. Respondents also explained that due to the geographical factors, some pupils are forced to drop out of school as they have to endure hardship to attend school.

Asked to indicate what the government has done to alleviate this problem, respondents indicated that the government is advocating for the construction of more primary schools in the region at least in every sub location to have at least two schools. The respondents also indicated that the government has provided mobile schools which have alleviated to some extent the problem of travelling long distance to school. The respondents also indicated that the government has encouraged the establishment of boarding schools.

These findings of the study confirm the views of Ishler and Upcraft (2005) that the geographic characteristics affects the persistence of the pupils to remain in school. This according to them (Ishler and Upcraft) has had a negative influence on the retention of the pupils in schools as most of the pupils will opt out of school.

4.7 Influence of Insecurity on Pupils Retention in Primary Schools

In this section the study sought to establish the influence of insecurity of pupil retention in primary schools in Oldonyiro Sub-County. The findings are presented in the subsequent sections.

4.7.1 Types of Insecurity in Oldonyiro Sub-County

The study sought to determine the kinds of insecurity in Oldonyiro Sub-County.

The findings are presented in Table 4.12.

Table 4.12: Types of Insecurity in Oldonyiro Sub-County

| Category | F | % |
|-----------------------|-----------|--------------|
| Cattle rustling | 43 | 76.8 |
| Tribal clashes | 4 | 7.1 |
| Other forms of crimes | 9 | 16.1 |
| Total | 56 | 100.0 |

The results of the study show that the leading cause of insecurity in Oldonyiro Sub-County is cattle rustling according to 76.8% of the respondents.

4.7.2 Displaced by Conflict

The student respondents were asked to indicate whether they have ever been displaced by cattle rustling at any one time. The findings are presented in Table 4.13.

Table 4.13: Have Been Displaced by Conflict

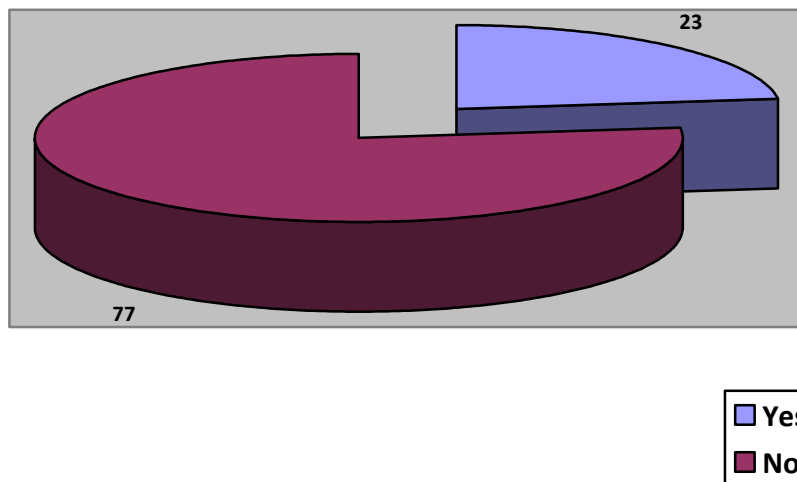
| Category | F | % |
|-----------------|------------|--------------|
| Yes | 94 | 30.4 |
| No | 215 | 69.6 |
| Total | 308 | 100.0 |

The study results show that majority of the respondents (69.6%) have never been displaced by conflicts. The findings may therefore be interpreted to mean that to a large extent, many have never been displaced by conflict. The findings in this study contradict the study findings by Harbom and Wallensteen (2009) who noted that war displaces people, destroys capital and infrastructure and disrupts schooling, damages the social fabric, endangers civil liberties, and creates health and famine crises.

4.7.3 Insecurity Affected Retention of Pupils

The study sought to determine whether insecurity had affected the retention of pupils in schools. The findings are presented in Figure 4.6.

Figure 4.6: Conflict Affected Schooling



Asked to indicate whether the conflict affected their schooling, 77% of the respondents indicated that the conflict did not affect their schooling in any way.

The findings may therefore be interpreted to mean that despite the conflict most pupils would continue with their schooling.

Table 4.13: Conflict Affected Retention of Pupils

| Category | Frequency | Percent (%) |
|-----------------|------------------|--------------------|
| Not at all | 11 | 19.6 |
| Slightly | 24 | 42.9 |
| Very much | 21 | 37.5 |
| Total | 56 | 100.0 |

The teacher respondents were asked to indicate whether insecurity had affected the retention of pupils in school. According to the findings presented in Table 4.13, 42.9% of the teachers indicated that conflict had affected retention of pupils in schools slightly while 37.5% of the respondents indicated that it had affected the retention of pupils in schools very much. The findings of the study may therefore be interpreted to mean that conflict in the region affected the retention of pupils in schools. The findings of the study agree with Backland (2005) who noted that Conflict presents a major impediment for the realization of the EFA and Millennium Development Goals (MDGs), especially for the universal completion of primary education and gender equality in primary education. 60

CHAPTER FIVE

SUMMARY CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusions, recommendations, and suggestions for further research.

5.2 Summary of the study

The purpose of the study was to investigate the factors influencing retention of pupils in public primary schools in drought prone areas of Oldonyiro Sub-County Division in Oldonyiro Sub-County District. Research question one sought to examine the influence of socio-economic factors on the pupils in primary school. Research question two aimed at establishing the influence of culture on the retention of pupils in primary schools. Research question three sought the influence of geographical factors on retention pupils in primary schools. Research question four aimed at determining the influence of insecurity on the pupils retention in primary schools.

The study used descriptive survey design in which it targeted 315 pupils and 66 teachers in Oldonyiro Sub-County Division in Oldonyiro Sub-County District out of which 364 comprising of 308 pupils and 56 teachers responded by completing the 61 questionnaire and returning. The data was collected by use of questionnaires. Data was analyzed both qualitatively and quantitatively.

5.3 Summary of findings

The study established that majority of the respondents (50%) were employed while 34 percent were pastoralists. The study however show that majority of the respondents (92.9%) described their parents as poor. The government has however, tried to alleviate this poverty by the introduction of free primary school (65%), school feeding programme (70%) and sinking of boreholes (45%).

The study established that according to 50 percent of the respondents, education was not a priority while such factors as having a large herd of cattle was what was seen as a success and women were believed to be home makers who do not deserve to be educated.

This influenced the retention of pupils in primary schools. The study also established that most of the students travelled long distances to school which made a number of them (55%) arrive late for classes.

The geographical factors affected the retention of majority of the students (64%). The study established that the prevalent type of insecurity (76.8%) that was found in Oldonyiro Sub-County was cattle rustling. The majority of the respondents (69.6%) have however not been displaced due to the conflict in the region. The study also established that according to 77 percent of the respondents the insecurity has not had effect on the schooling of the pupils. However, in the long run effect, respondents indicated that insecurity affected the retention of pupils in schools in Isiolo County.

5.4 Conclusions

Based on the findings of the study, it is concluded that poverty in the region is a major impediment to the retention of pupils in schools as the pupils are involved in child labour to supplement what the parents have brought home. This has disrupted the schooling of many pupils in the region as the children are always in and out of the school before eventually dropping out of school. The study concludes that the cultural factors such as early marriages, cattle rustling among others have contributed to the poor retention of pupils in primary schools in Oldonyiro Sub-County. The study also concludes that the perception that girls are not meant to receive education has contributed to the low enrolment of girls in the region.

The researcher also concludes that the students travel long distances to school of a harsh environment and on an empty stomach has influenced the retention of pupils in primary schools in the region. The long distances that the students travelled made them arrive for classes late which may have a negative impact on their learning. This negatively affects the retention of the pupils in school.

Insecurity affected the retention of the pupils in school. This was however to a small extent as not many pupils and teachers were displaced as a result of the conflict. However, the effect of the conflict on the retention of pupils was found to be of significance.

5.5 Recommendations

Based on the findings of the study, the following were the recommendations made:

- i) The study established that the socio-economic factors influenced the retention of pupils in schools. The study therefore recommends that the government should empower the parents by introduction of the irrigation agriculture where the households will be self reliant in terms of food production and may reduce reliance on the donor based school feeding programme.
- ii) The study also found that cultural factors influenced the retention of children in schools in Oldonyiro Sub-County. The study recommends that through sensitization, the community should be educated to shun such practices that undermine education such as early marriages and cattle rustling.
- iii) The findings of the study revealed that the geographical factors such as distance from school influenced the retention of pupils in schools in Oldonyiro Sub-County. The study therefore recommends that the communities in Isiolo County should be educated on the importance of taking their children to school and why all children are equal despite their gender differences.

- iv) The study further recommends that the government should construct more schools so that the children should access schools without traveling long distances. This may be done through the Constituency Development Fund and other donor interventions.
- v) The study also recommends that more mobile schools should be established to ease the agony of having to travel long distances to school by pupils some of them very young to cover long distances.
- vi) The study established that security negatively influenced the retention of pupils in schools in Isiolo County. The study therefore recommends that the government should ensure that security in the region is beefed up such that the lives of the people of Oldonyiro Sub-County is not threatened and learning to take place uninterrupted.

5.6 Recommendation for Further Studies

This study was done on schools in Oldonyiro Sub-County, Isiolo County only.

The study recommends that:

- a. Similar studies should be replicated in other regions in Kenya especially in the drought prone areas with the aim of establishing the factors affecting retention of pupils in primary schools.

b. The study mainly focused on socio-economic factors, cultural factors, geographical factors and insecurity. However, the study recommends that other variables which affect the retention of pupils in the drought prone areas should be investigated.

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APPENDICES

APPENDIX I

INTRODUCTORY LETTER TO THE RESPONDENTS

P.O Box 92-00902

KIKUYU

To;

The Headteacher

_____ School

P.O Box

Oldonyiro Sub-County

Dear Sir/Madam,

RE: PERMISSION TO COLLECT DATA

I am a postgraduate student in the University of Nairobi, pursuing a master's degree in Education in Emergencies. I am researching on **INFLUENCE OF ENVIRONMENTAL FACTORS ON PUPILS' PARTICIPATION IN EDUCATION IN PUBLIC PRIMARY SCHOOLS IN OLDONYIRO SUB-COUNTY ISIOLO COUNTY, KENYA.**

Your school has been selected to participate in the research. You are requested to respond to the questionnaire item as honestly as possible and to the best of your knowledge. This research is purely for academic purposes. **Kindly note that your name and that of your school should not be included in the research tools.**

Thank you.

Yours faithfully,

ELISHEPHER MURIITHI.

Section B: Conflict and pupils participation

6. Does availability of food have effect on pupils’ retention levels in public primary schools in drought Yes [] No []

7. Indicate the extent to which you agree or disagree with the following statements using the following key:

SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree

| Statement | SA | A | D | SD |
|--|----|---|---|----|
| Drought cause a decline in food production | | | | |
| Lack of food is threat to participation in education | | | | |
| Pupils are forced to drop out of school during drought | | | | |
| During drought pupils are forced to support their families by doing household work | | | | |
| Hungry children are not able to school | | | | |
| Parents are not able to pay school due to high cost of food during drought season | | | | |

8. Does household’s loss of livelihood have effect on pupils’ retention levels in public primary schools in drought Yes [] No []

9. Indicate the extent to which you agree or disagree with the following statements using the following key: SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree

| Statement | SA | A | D | SD |
|---|----|---|---|----|
| During drought livestock decline Livestock prices decline during drought During drought, household lose their sources on income Parents are not able to provide for their families during drought Household loss of income due to emergency had a negative effect of children access to education Households affected by drought are not able to provide for their children education. | | | | |

10. Extent to which pupils' involvement in household economic activities affects their retention levels in public primary schools Great extent [] Moderate extent [] Little extent [] Not at all []

11. Does pupils involvement in household economic activities effect on pupils' retention levels in public primary schools in drought Yes [] No []

12. Indicate the extent to which you agree or disagree with the following statements using the following key: SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree

| Statement | SA | A | D | SD |
|---|----|---|---|----|
| During drought, families involve children in activities to increase family income Children are forced to look after their animals instead of enrolling in schools Working child provides funds for his/ her fees There is frequently absenteeism during dry seasons as pupils are too tired to participate fully in classes Children are engaged in household work to enable adults to work outside the home. | | | | |

13. Does conflict over pastures effect on pupils' retention levels in public primary schools in drought Yes [] No []

14 Indicate the extent to which you agree or disagree with the following statements using the following key: SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree

| Statement | SA | A | D | SD |
|--|-----------|----------|----------|-----------|
| <p>Conflict over pastures in the community leads to loss of human lives</p> <p>Conflict in the community lead to displacement of families which leads to pupils dropping out of school</p> <p>Displaced children are deprived of education</p> <p>Pupils in my school travel great distances to escape conflicts</p> <p>Conflict lead to displacement of pupils' families</p> <p>Children are afraid to go to school due to threats of attack</p> <p>Schools are sometimes closed to prevent attacks</p> | | | | |

Section B: Drought and pupils participation

6. Does availability of food have effect on pupils’ retention levels in public primary schools in drought Yes [] No []

7. Indicate the extent to which you agree or disagree with the following statements using the following key: SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree

| Statement | SA | A | D | SD |
|--|----|---|---|----|
| Drought cause a decline in food production; Lack of food is threat to participation in education Pupils are forced to drop out of school during drought During drought pupils are forced to support their families by doing household work Hungry children are not able to school Parents are not able to pay school due to high cost of food during drought season | | | | |

8. Does household’s loss of livelihood have effect on pupils’ retention levels in public primary schools in drought Yes [] No []

9. Indicate the extent to which you agree or disagree with the following statements using the following key: SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree

| Statement | SA | A | D | SD |
|---|-----------|----------|----------|-----------|
| During drought livestock decline | | | | |
| Livestock prices decline during drought | | | | |
| During drought, household lose their sources on income | | | | |
| Parents are not able to provide for their families during drought | | | | |
| Household loss of income due to emergency had a negative effect of children access to education | | | | |
| Households affected by drought are not able to provide for their children education. | | | | |

10. Extent to which pupils' involvement in household economic activities affects

their retention levels in public primary schools Great extent []

Moderate extent [] Little extent [] Not at all []

11. Does pupils involvement in household economic activities effect on pupils' retention levels in public primary schools in drought Yes [] No []

12. Indicate the extent to which you agree or disagree with the following statements using

the following key: SA = Strongly Agree, A = Agree, D= Disagree, SD = Strongly Disagree

| Statement | SA | A | D | SD |
|---|-----------|----------|----------|-----------|
| During drought, families involve children in activities to increase family income | | | | |

| | | | | |
|---|--|--|--|--|
| Children are forced to look after their animals instead of enrolling in schools | | | | |
| Working child provides funds for his/ her fees | | | | |

13. Does conflict over pastures effect on pupils' retention levels in public primary schools in drought Yes [] No []

14. Indicate the extent to which you agree or disagree with the following statements using the following key: SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree

| Statement | SA | A | D | SD |
|---|----|---|---|----|
| Conflict over pastures in the community leads to loss of human lives | | | | |
| Conflict in the community lead to displacement of families which leads to pupils dropping out of school | | | | |
| Displaced children are deprived of education | | | | |
| Pupils in my school travel great distances to escape conflicts | | | | |

APPENDIX IV

QUESTIONNAIRE FOR PUPILS

Please read each statement carefully and tick (✓) against the appropriate answer. Fill in the blank spaces with correct information.

1. Which class are you? Std 6 [] Std 7 [] Std 8 []
2. What is the occupation of your parent(S) Pastralist [] Employed []
Fisherman []
3. How far is the school from home? Very far [] Near []
4. Does the distance from school affect your schooling? Yes [] No []
5. Do you plan to continue with schooling to completion? Yes [] No []
6. If no, what are the reasons? _____
7. Do you have any of your siblings out of school? Yes [] No []
8. What is the reason for them not being in school?

9. Have you ever been displaced due to conflict? Yes [] No []
10. Did this affect your schooling? Yes [] No []

APPENDIX V

AUTHORIZATION LETTER



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

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

Ref: No. NACOSTI/P/15/90718/8747

Date:
30th November, 2015

Elishepher W. Muriithi
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of environmental factors on pupils participation in education in public primary schools in Oldonyiro Sub County, Isiolo County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Isiolo County** for a period ending **12th November, 2016**.

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


SAID HUSSEIN
FOR: DIRECTOR GENERAL/CEO

Copy to:

The County Commissioner
Isiolo County.

The County Director of Education
Isiolo County.



APPENDIX VI
RESERCH PERMIT



THIS IS TO CERTIFY THAT: **Permit No: NACOSTI/P/15/90718/8747**
MS. ELISHEPHER W. MURIITHI **Date Of Issue : 30th November, 2015**
of UNIVERSITY OF NAIROBI, 1210-902 **Fee Received : ksh 1000**
kikuyu, has been permitted to conduct
research in Isiolo County
on the topic: INFLUENCE OF
ENVIRONMENTAL FACTORS ON PUPILS
PARTICIPATION IN EDUCATION IN
PUBLIC PRIMARY SCHOOLS IN
OLDONYIRO SUB COUNTY, ISIOLO
COUNTY, KENYA
for the period ending:
12th November, 2016

Elishepher W. Muriithi
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 7344
CONDITIONS: see back page