INFLUENCE OF INSECURITY ON PUPILS' PARTICIPATION IN PRIMARY SCHOOL EDUCATION IN LAMU WEST SUB-COUNTY, LAMU COUNTY, KENYA

Zillah Wacharo Mwaghogho

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DECLARATION

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

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Zillah Wacharo Mwaghogho

E55/64038/2013

This research project has been submitted for examination with our approval as
University Supervisors

_____

Dr. Rosemary K. Imonje

Lecturer

Department of Educational Administration and Planning

University of Nairobi.

_____

Dr. Daniel K. Gakunga

Lecturer

Department of Educational Foundation

University of Nairobi

DEDICATION

I dedicate this project to my husband Nelson Mwanyangwa, my sons Brian, Emmanuel, Philip and my daughter Nancy.

ACKNOWLEDGMENT

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ABBREVIATIONS AND ACRONYMS

EFA   Education for All

IDPs   Internally Displaced Persons

MDGs   Millennium Development Goals

MOE   Ministry of Education

MOEST   Ministry of Education Science and Technology

OCHA   Office for Coordination of Humanitarian Affairs

PKK   Parti Karkeran Kurdistan

UNESCO   United nation Education scientific and cultural organizations

UNICEF   United Nations international children's Emergency fund

ABSTRACT

Militants from Somalia have created insecurity in Lamu West which has caused serious damage to learning. They attacked and killed men who were bread winners leaving women and children economically disadvantaged which in turn affected pupils participation in education. Several families were displaced and schools closed for several weeks.The focus of this research was to determine influence of insecurity on pupils' participation in primary education in Lamu West Sub-Couty. The research was guided by the following objectives: To determine the influence of acts of violence on pupils' participation, to establish the influence of loss of parents on pupils' participation, to determine the influence of physical displacement of parents or guardians on pupils' participation and to establish the influence of attack of schools by arsonists on pupils' participation. The study adopted the Bush and Saltarelli (1998) two faces of education theory of education. This was a descriptive survey research that targeted the 8 primary that were affected by insecurity in Lamu West, 78 head teachers, 162 teachers and 2250 pupils. Purposive sampling was used to pick the 8 principals, 16 teachers and 225 pupils were selected using simple random sampling. Data was collected using questionnaires. The data was analyzed by calculating percentages, frequencies and presented using frequency tables. The study established that acts of violence decreases enrolment; loss of parents negatively affected attendance; physical displacement of parents decreased promotion and attack of schools by arsonists decreased retention rates. From the research several recommendations were made; The role of government in providing security to its citizens should improve. Government must guarantee security to people in Lamu West and ensure access to education is not negatively affected by insecurity. The national and county governments should come to the rescue of pupils who are orphaned as a result of insecurity. They should provide bursaries to enable them continue with their education. Temporary schools should be constructed in IDP camps to enable the displaced children to continue with their education while at the camps. Prioritizing education for displaced children should therefore be part of emergency interventions. Displaced pupils should not be forced to repeat a class when joining a new school. This allows them to continue from where they left. Pupils should undergo psychological counseling. Suggestions for further studies included; study on influence of insecurity on boys'/girls' participation in primary school education, study on influence of insecurity on pupils' performance, replica of the study should be carried out in other areas.

CHAPTER ONE

INTRODUCTION

1.1Background to the study

Education is critical for all children, but it is especially urgent for the tens of millions of children affected by emergencies, be they man made or natural disasters UNESCO (2003). Education is a right clearly articulated in numerous international treaties and declarations, such as the Universal Declaration on Human Rights (1948) and the Convention on the Rights of the Child (1981). In addition, education is an enabling right: gaining and utilizing the knowledge and skills that a basic education affords permit the exercise of other fundamental rights. In emergencies, increased assistance and innovative programmes offer opportunities to build back better education systems and improve the quality of and access to education.

Security is one of the basic needs; it can be seen as a basic value in western societies (Niemela, 2000) where more and more systems are developed to guarantee security. Security is a highly valued goal, which may be difficult to reach because of different threats, risk in personal lives, and in near and global environments. According to UNESCO Global Monitoring Report (2011), violent, that is, is one of the greatest development challenges facing the international community (UNESCO, 2011) beyond the immediate human suffering it causes, it

is a source of poverty, inequality and economic stagnation. This affects pupils' participation a great deal leading to pupils staying home.

Current patterns of violence with armed parties actively targeting children and schools are destroying opportunities for education on what may be an unprecedented scale (World Bank, 2005). The combined effect of attacks on children, the fear, insecurity and trauma experienced by people living in conflict zones, and damage inflicted on schools is holding back progress on all the education for all goals. In conflict situations, security of everyone is compromised. Conflict leads to destruction of every facet of life already put in place.

In Middle East countries such as Iran and Palestine focus has been on attacks on educators as well as how war can stop children from getting an education (O'Malley, 2007). For example, in countries like Afghanistan and Palestine statistic has recounted number of teachers killed as a result of violent conflict and abductions (Human Right Watch, 2006). In Northern America and Europe the interest in school and insecurity has mostly been directed at war-torn countries like Afghanistan. Colombia, Democratic Republic of Congo, Sudan and Iraq, in these countries O'Malley writes "schools, places that should be safe for children, have increasingly become the prime target of attack by armed parties" (2007). The influence of insecurity on education can be linked to insecurity in two major

ways, education can be studied to understand its potential influence to "redress global security threats or alternatively, to understand the impact of the new security threats on education" (Williams, 2000)

War and conflict largely destroy and damage schools and educational infrastructure. According to Amisi (1997) State collapse in Somalia for example coupled with targeted attacks on educational infrastructure brought the country's educational system onto its knees. According to Nicolai and Triplehorn (2009), Chechen Schools have been bombed during class hours because they are deemed to be sheltering military targets and grenades have been thrown into classrooms. More than two thirds of primary and secondary school teachers were killed or displaced as a result of the Rwandan genocide (Buckland, 2005).

Insecurity has a bearing on the ability of students to enroll for education (Republic of Kenya, 2005). Lack of security exacerbates school dropout rates, repetition and results in waste. According to Chege (2014), acts of violence influence pupils' participation in education to a very high extent. Pupils are discontinued, not enrolled or absented from school due to insecurity related issues. When perpetrators of conflict occupy schools, it almost always leads to destruction of the school's physical facilities. This concurs with Sommers (2002), who indicates that during conflict, schools are often destroyed, teachers and

educational personnel are often unavailable, shortages of teaching materials occur and insecurity limits the possibility of students to attend classes

According to Sommers (2002), schools are co-opted for other uses during times of insecurity, they may be occupied by armed forces, while in other cases they may be used as temporary shelters for displaced people The practice of using schools to house displaced persons deprived both host community and displaced community children of their access to education and more so the overstretched facilities are destroyed. In addition, the schools are unable to raise money to reconstruct the facilities, thus learning is crippled. When schools are destroyed, and children have to travel long and possibly dangerous distances to attend the nearest functioning facility, girls are more likely to stay at home (Nicolai and Triplehorn, 2009).

Seitz (2004) identified three different levels upon which violent conflict can effect education. Firstly, it affects children directly through the loss of relatives, physical violence, and rape, need to leave home, etc. Secondly, the damage caused by war can have a direct affect on the possibility of attending school, in terms of the danger to get there, and also the economic situation might no longer allow for children to pay for schooling (Davies, 2004). Thirdly, educational infrastructure and institutions become targets and destroyed—either accidentally or for political reasons. Schools can also be occupied and used as bases for warring factions. All

these factors suggest that there is a need for an urgent response to the impact of war and conflict on the education of future generations.

On 15 June 2014 at least 48 people were killed in one night when suspected Al-Shabaab militants from Somalia stormed into a Kenyan coastal town and launched a major assault on police station hotels and restaurant government offices, financial institutions and population centers, 50 heavily –armed gunmen drove into the town of Mpeketoni, Kashmira (2014). On 16 June, 2014, the following day ten more people were killed in the night. On 17 June, 2014, assailants set fire to houses in villages of Majembeni and Poromokoni at least 15 people were killed in the overnight attacked as they went door-to door pulling people out of their homes and selectively killing men and sparing women and children this leaving the death toll of over 60 people (Daily Mail, 17th June, 2014). This led to school closure, property destroyed, infrastructure damaged, loss of lives and formal learning temporarily stops. The issue of pupils' participation in education comes in handy in assessing the influence of insecurity. This research will therefore, debate the issues of pupils' participation in education based on influence of insecurity in Lamu West District.

1.2 Statement of the problem

Pupils' participation in primary education is an important priority for any country and it remains a very basic right that each and every child needs to get. The

Kenya government policy to achieve Universal Primary Education (UPE) by 2015 has to be seen within developments in the wider international context.

However, serious challenges such as insecurity have bedeviled the implementation of the FPE policy despite the Kenya's government efforts towards the realization of Education For All (EFA). In studying the participation levels of education in Lamu West Sub County, this study investigated the influence of insecurity on pupils' participation in primary education with regard to enrollment, attendance, promotion and retention.

1.3 Purpose of the study

The purpose of the study was to investigate the influence of insecurity on pupils' participation in primary school education in Lamu West Sub-County, Lamu County, Kenya.

1.4 Objectives of the study

The study was guided by the following objectives.

i. To determine the influence of acts of violence on pupils' participation in primary school education in Lamu West Sub-county.

ii. To establish the influence of loss of parents on pupils' participation in primary school education in Lamu West Sub-county.

iii. To determine the influence of physical displacement of parents or guardians on pupils' participation in primary school education in Lamu West Sub-county.

iv. To establish the influence of attack of schools by arsonists on pupils' participation in primary school education in Lamu West Sub-county.

1.5 Research questions

The study sought to answer the following questions:

i. How do acts of violence influence pupil's participation in primary school education in Lamu West Sub-County?

ii. To what extent does loss of parents influence pupils' participation in primary school education in Lamu West Sub-County?

iii. How does physical displacement of parents and guardians influence pupils' participation in primary school education in Lamu West Sub-County?

iv. How do attacks on schools by arsonists influence pupils' participation in primary school education in Lamu West Sub-County?

1.6 Significance of the study

The findings of this study might be useful to education stakeholders including ministry of education, teachers, parents, education administrators and emergency

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related organizations in Lamu West Sub County by measuring the influence of insecurity to participation in primary education in the area. Teachers, parents and education officers might be informed on important aspects which can be put in place or can be practiced to reduce the influence of insecurity on education dissemination process in such schools. Emergency related organizations, might be informed on effective plans on how to respond to such situations of insecurity, in a speedy way to reduce the damage on the education system.

These findings can be compared to those of other similar regions and influence critical decisions that might improve participation in education. The findings might also be used to inform the government on how insecurity causes harm to school going children so that they can find a lasting solution to security issues. This can in turn be used in peace campaigns in the region.

1.7 Limitations of the study

Lamu West was an insecure area posed security threat to the researcher during data collection. The researcher got assistance/protection from security personnel. It was not possible to control the attitude and feelings of the respondents during the study due to fear of victimization on religious, ethnicity and political repercussions. To mitigate this potential bias the researcher assured the respondents of their privacy and confidentiality to increase the accuracy of finding.

1.8 Delimitations of the study

The study area was limited to Lamu West in Lamu County and concentrated on areas largely affected by insecurity. The study covered public primary schools in Lamu West District in Lamu County. The study was limited to public primary schools despite Lamu West having both public and private primary schools.

1.9 Assumptions of the study

The study assumed that:

i.   there was security in schools during the study,

ii.   schools faced cases of insecurity frequently and

iii.   all the respondents were within reach in the schools and sub county education office.

1.10 Definitions of operational terms

Access to education refers to enrolment of pupils into primary school.

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

Pupil Enrolment refers to number of pupils registered in a primary school.

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

Pupil Participation refers to retaining enrolled pupils into a primary school until completion of education cycle, that is, from class one to class eight.

Pupil Promotion refers to the advancement from one class to the next, by a pupil.

Pupils' attendance refers to the aspects of pupils coming daily to school after being enrolled in the school.

Pupil Retention refers to ability to keep a pupil in an educational institution in order to participate in its education process.

1.11 Organization of the study

This study was organized into five chapters, chapter one contained the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitation and delimitation of the study, basic assumptions and definition of significant terms. Chapter two comprised of reviewed related literature in the study, summary of reviewed related literature, theoretical framework and conceptual frame work. Chapter three included the research methodology to be used in carrying out the research, it consist of research design, target population, sample size and sampling techniques, research instruments, reliability and validity of instruments, data collection and data analysis procedures. Chapter four contained data analysis and interpretation and discussion while chapter five comprised of the summary of study findings, conclusions, recommendation of the study and suggestion of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presented review of literature related to the study involving examining documents such as books, magazines, journals and dissertations that have a bearing on the study being concluded. The chapter covers; Global overview of insecurity and participation, acts of violence and pupils' participation, loss of parents and pupils' participation, physical displacement and pupils' participation and arsonist attack on schools and pupils' participation. It also has the summary of the gaps to be filled, the theoretical framework and conceptual framework.

2.2 An Overview of insecurity on Pupil participation in Primary Education

Global education target set by the UN MDGs have focused the majority of attention and investment on making sure that more children could access education, while dramatic increase have been made in the number of children and youth going to school worldwide. It is clear that too few of these students are learning in Zambia and Malawi fewer than one in four grate six students have basic literacy skills, while in Pakistan more than two-thirds grade three student could not form a sentence Urdu (Nkumba and Kanyika 1998; 2003; Daset at 2006).Furthermore, recent data from several completed a primary cycle. In the worldwide push to get every child into school.

Far less attention has been paid to the quality of that education something recent EFA-GMR reports have highlighted.

Issues of education access and participation have dominated world forum and conferences on education is a basic human right. Education is one of the most effective ways to reduce poverty. Whereas the need to provide education is all those eligible to get it remain a fundamental requirement to a communities and governments. It is reported that 67 million children were out of school globally in 2009, in sub-Sahara Africa. The number of out of school children was about 30 million while Kenya had about 1.059 million children out of school (fact sheet, 2011)

Children in countries affected by or emerging from conflict required learning opportunities and psychosocial support that an education can provide. Children do not entre the classroom as equal, and emergencies such as terror attacks, conflicts and disaster create inequality that must be considered when developing policies to improve pupils, access to education. In these contest, pupils' participation to education can help bridge the gap from surviving to thriving. Research has shown that the mare perception of" learning well" by children attending primary school in these most difficult context has given them hope for the future and a sense of self-confidence.(Winthrop.2009).

Emergencies, especially post-crisis recovery situation, have the potential to provide a window of opportunity to improve the overall access to education, post-crisis curriculum reform can be a means of changing content that may have contributed to the crisis and education system are more open to reform that could greatly increase levels of learning attainments.

During insecurity, education for children and the youth is affected and interrupted both in the short and long run (Kraelti, 2001). Girls are the worst hit in communities where insecurity is widespread, usually because they are more susceptible and are under attack by rapists, boys also fall prey as they are abducted and forcefully made to join the warring groups. As a result, parents prefer to keep their children at home rather than send them to school where they are susceptible to such insecurity.

2.3 Influence of acts of violence on pupils' participation in primary schools

After the breakup of the former Soviet Union, newly-independent Tajikistan was embroiled in a violent six year civil war from 1992-1998.In the poorest of all post-Soviet state , the civil war created disruption and insecurity in previously relatively strong education system. Declining enrolment rates coincided with the civil war period. which began to return in pre-conflict level after 1998 (Shemyakina, 2006) Within these regions (Shemyakina, 2006) reports that within these regions" assassinations, hostages-taking, rapes, murders and robberies

during the daylight became common" she conducted regression analysis that shows that conflict had a negative impact on the school enrolment.

Several studies have examined the quantitative impact of conflict on education cross country quantitative analysis show that states to civil war experience a decline in enrolment by between 1.6-3.3% which means a decline of 64000 students for a country with a normally enrolled population of 4million. (Lai and Thyme 2007).In a study on the hardest-hit cities in Germany in World War II. Akbulut-Yuksel (2009) finds that children who were school aged during this period attained 0.4 fewer average years of schooling and those in the most bombed cities completed fewer years.

Acts of violence in Samburu as a result of interethnic conflicts greatly affects the participation of girls in primary schools as most of them are absented from schools during the conflicts, while others are attacked on their way to schools by perpetrators (Chege, 2014). Teachers and head teachers are also attacked and this causes abseentism. In return it led to low enrolment in the area.

2.4 Influence of loss of parents on pupils' participation in primary schools

Insecurity and conflict are important reasons for non-attendance in the north and northeast of Uganda, where more-than 20 years of armed conflict have had a devastating impact on education. It has led to the abduction, killing, sexual abuse,

displacement and psycho-social and physical victimization of children and communities. The Lord's Resistance Army (LRA) has forced children to become armed fighters. It is estimated that 30,000 to 60,000 children were connected to the fighting forces, constituting almost 90 per cent of the LRA's soldiers (UNICEF, 2014). Recruits are inducted through raids on villages, with some children as young as eight forced to become soldiers. People seek security in internally displaced peoples' camps. Approximately 1.6 million Ugandans – half of them children – have fled to these squalid and overcrowded camps (de Kemp and Eilor, 2008).

As part of former Yugoslavia residents of Bosnia and Herzegovina had the right to eight year of free primary education, widespread implementation of compulsory education make primary completion "virtually universal"(Sweeb, 2009) The outbreak of the Bosnia war and significant effects on the educational system, both in terms of human infrastructure, as teachers were a scarce resource during the conflict and mass migration affected school attendance (Sweeb, 2009) In the eastern part of Turkey, a civil war between Turkish government forces and Kurdish separatists took place in the 1980sand 1990s The period from 1992-1999 was the most violent with more than 1000 battle-related death per year. UNESCO report that Patti Karkeran Kurdistan (PKK) saw school as a legitimate target because they reviewed as a tool by the Turkish government which had banned the

use of Kurdish language in schools. UNESCO 2010, 126) this explains by the larger number of in persons in Kurdish of who never attended school.

2.5 Influence of physical displacement of parents on pupils' participation in primary schools

Practical proof suggests that IDPs move as a direct result of fighting, land confiscate ion, 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´a˜nez, 2002). IDPs face obstacles to social and economic integration in receptor locations, including psychological trauma, reduced social capital, family disintegration, difficulty finding employment, and loss of assets. Kirchhoff and Ib´a˜nez (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). physical displacements have contributed to unsuccessful integration of the internally displaced populations into their communities as the disruption to normal life and insecurity inherent in displacement camps harm

students' physical, intellectual, psychological, cultural and social development with long term consequences to their welfare (Kariuki, 2013)

According to Siele (2014), cattle rustling negatively affect promotion because pupils fail examinations. He indicates that high rate of absenteeism associated to cattle rustling is a factor which affects promotion. This result mimics the work of Preston (1988) who asserted that formal education is deeply compromised by the social upheaval associated with conflict like war or cattle rustling. Poor performance due to lack of syllabus coverage is also a hindrance to promotion (Siele, 2014). He also asserts that changes in social and economic roles within the family, disruption to community and family life, psycho-social distress and family separation as contributed by cattle rustling is also a factor which affect promotion. The same sentiments were also shared by Milu, et. al (2010) who noted that promotion rates in Kenya are low from pupils who come from households affected by conflict like wars and cattle rustling compared to those from peaceful areas. This low promotion rate negatively affects the policy of FPE which sought to promote access to primary education.

2.6 Influence of attack on schools by arsonists on pupils' participation in primary schools

Attacks on schools are classified under war crimes, schools and learning spaces are more often than not explicitly targeted by perpetrators of armed conflict. In

Education under Attack, a report by the UNESCO, education has been attacked in over 30 countries in the world over a period of three years. Afghanistan is ranked highest of these countries with a dramatic increase in attacks on schools from slightly over 200 in the year 2007 to a whooping 670 in 2008 (UNESCO, 2011). War and conflict largely destroy and damage schools and educational infrastructure. Attacks on schools negatively affect retention of pupils as they fear for their lives.

Pupils' retention rate is measured as the rate at which pupils remain in a learning institution, in relation to the required amount of time they should spend in the learning system. According to Siele (2014), cattle rustling influences retention rates among the student fraternity as male students join the community in cattle rustling activities. He also asserts that, poor performance due to lack of syllabus coverage, lack of concentration due to fear of being attacked as they are in school and death of parents influences retention. This is a similar finding to Kratli (2000) on why formal education cannot fit in the nomadic pastoralists' way of life. The lack of fees is attributed to the economic dependence on pastoralism, which is used to raise fees for children. Bennel and Sayed as cited by Gachoki (2007) stated that school based factors contributed to low retention of learners in Uganda more than anything else.

2.7 Summary of reviewed literature

According to World Bank (2010), many children are out of school due to insecurity. The children are unable to access schools due to ongoing fighting. (Shemyakina, 2006) assert that insecurity has a negative impact on pupils' participation in the affected areas. According to Siele (2014), cattle rustling negatively affect promotion because pupils fail examinations. He also asserts that poor performance due to lack of syllabus coverage is also a hindrance to promotion. Bennel and Sayed as cited by Gachoki (2007) stated that school based factors contributed to low retention of learners in Uganda more than anything else. So far no study has been done on the influence of insecurity on pupils' participation in primary school education in Lamu West District, Lamu County, Kenya, thus there is need to delve into this area.

2.8 Theoretical framework

This study adopted the Bush and Saltarelli (1998) two faces of education theory of education. This theory describes the two very different faces of education. The negative face shows itself in the uneven distribution of education to create or preserve privilege, the use of education as a weapon of cultural repression, and the production or doctoring of textbooks to promote intolerance. The positive face goes beyond the provision of education for peace programmes, reflecting the cumulative benefits of the provision of good quality education. These include the conflict-dampening impact of educational opportunity, the promotion of linguistic

tolerance, the nurturing of ethnic tolerance, and the 'disarming' of history. While Bush and Saltarelli (1998) recognized the value of peace education, they stressed that it was only one of many educational measures needed in the midst of ethnic hatred. Curriculum packages that promote tolerance had little impact if they were delivered within educational structures that are fundamentally intolerant.

Peace education could not succeed without measures to tackle the destructive educational practices that fuel hostility, and should be seen as one part of a wider peace building education approach. Peace building education is a process rather than a product, long-term rather than short-term, relying on local, rather than external, inputs and resources, seeking to create opportunities rather than impose solutions. The strength of this theory is that provision of education in conflict area can serve to bring about restoration and build back better while on the other hand its weakness is that this theory can discourage provision of education during conflict for fear of education fuelling conflict if the education system is a biased one in terms of language and curriculum.

2.9 Conceptual framework

Figure 2.1 Conceptual framework :Relationship between insecurity and pupils' participation.
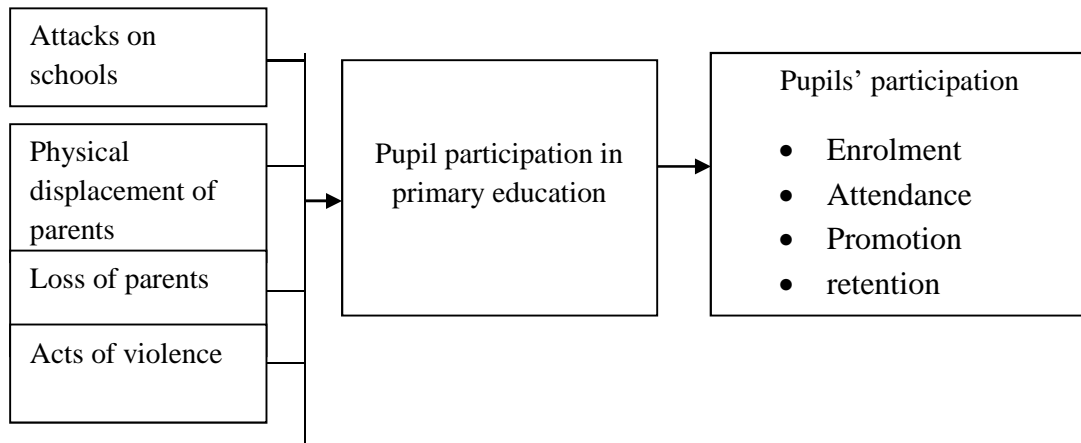
Figure 2.1 shows that in order to improve pupils' participation in education, brought about by loss of lives of parents, attack on schools, physical displacement of parents and acts of violence which are the independent variables, proper management of insecurity and conducive teaching and learning environment is needed. This resulted to improved enrolment in schools, attendance, promotion from class to class and retention.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter explained the research methodology used in carrying out the research. It highlights the research design, target population, sample and sampling procedure, research instruments, reliability and validity of the instruments, data collection and data analysis procedures.

3.2 Study design

Research design is a framework of planning and conducting research (Sapsford, 2006). The study employed a descriptive survey research design. This is because the descriptive survey design helped to determine the frequency of occurrences of the phenomenon and discover whether or not relationships exist between the variables. The descriptive survey design the researcher adopted was cross-sectional approach. This is because cross-sectional approach is useful in obtaining an overall picture as it stands at the time of the study. Cross-sectional surveys are primarily used to gather information concerning individuals' opinions, beliefs, perceptions, or practices (Creswell, 2008). Cross-sectional studies are comparatively cheap to undertake and easy to analyze (Kumar, 2005). The units of analysis included the respondents; pupils, teachers and Head teachers. The dependent variable is participation in primary education while the independent variable is the influence of insecurity.

3.4 Target population

Population is a group of individuals who have one or more characteristics in common that are of interest to the researcher (Best and Kahn, 1989). Target population as a large group from which a sample population is selected (Lokesh, 1988). The target population for this research included 78 public primary schools in Lamu West Sub-county, 78 Head teachers, 162 classes seven and eight class teachers and 2,250 class seven and eight pupils from the selected schools.

3.5 Sample size and sampling procedures.

Sampling is the process of collecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group (Orodho & Kombo 2002). A sample size of 10% would effectively represent the entire population even if the findings were generalized provided that the sample is evenly distributed and homologous in nature Mugenda and Mugenda (2008). The random sampling method was used to select 8 head teachers, 16 teachers and 225 pupils. Table 3.1 shows the study sample size.

Table 3.1: Study sample size

Category	Sample size
Schools	8
Head teachers	8
Teachers	16
Pupils	225
Total	**257**

3.6 Research instruments

The study used questionnaires as instruments for the study. Questionnaires contained a set of written questions which the respondents fill without guidance or scrutiny of the researcher. The questionnaires to be used in this research are in three categories; one for the head teachers, teachers and the other for the pupils. The questionnaires consisted of five sections. Section A aims at eliciting general information about the pupil's age, gender and background. Section B consists of questions about influence of acts of violence and pupils enrolments in primary schools. Section C consists of questions about influence of loss of parents' lives and pupils' attendance in primary schools. Section D consists of questions about influence of physical displacement of parents and pupils' promotion in primary schools. Section E consists of questions about influence of attack of schools by arsonists and retention in primary schools.

3.7 Instrument validity.

Validity is concerned with the question of whether what the researcher is measuring is what was intended to be measured (Nachance 1996). Content validity refers to the extent to which different items in the assessment measure the trait or phenomenon they were meant to. High level of content validity indicates that test items accurately reflect the trait being measured. As a way of improving content validity, questionnaires to assess participation will be included. The researcher's supervisors helped to assess the concept the instruments measured in order to determine the set of items accurately represents the items under study. The recommendation of the supervisors enhanced the validity of the instruments.

3.8 Instrument reliability.

According to Streiner and Norman (1996), reliability of an instrument reflects its stability and consistency within a given context. It is defined as a characteristic of an instrument that reflects the degree to which the instrument provokes consistent responses. Reliability in the research is influenced by random error. Random error is the deviation from a true measurement due to factors that have not been effectively addressed by the researcher. To test the reliability of the questionnaire the researcher selected subjects through simple random sampling and assigned them to different groups which yielded different repeated readings.

The Test- retest method was used to test for the reliability of the instruments used in the study by implementing the measurement instrument (questionnaire) at two separate times for each subject. The two sets of questionnaires were compared to see consistency in answering the questions. Scores will be correlated using the Pearson Product Moment formula. A correlation coefficient of between 0.7 to 1 is considered reliable according to (Mugenda & Mugenda, 2003). The r value computed was 0.81 hence the research instruments were reliable.

3.9 Data collection procedure

A permit for data collection was obtained from National Commission for Science, Technology and Innovation. Thereafter the Lamu sub-county education officer was contacted to give an introductory letter to school head teachers and the people involved. The head teachers of the schools participating in the study were contacted to inform them of the study and make prior arrangements to see their class teachers. The researcher self-administered the questionnaires to the head teachers, teachers and pupils.

3.10 Data analysis techniques

According to Mugenda and Mugenda (2003), data analysis refers to categorization, ordering and summarizing of data to obtain answers to research questions. Gay (1996), states that the most common method of reporting a descriptive survey research is by developing frequency distributions, calculating

percentages and tabulating them appropriately. Descriptive statistics was used because where there is massive data it needs to be described in terms of general trends, tabulating and presenting the data in graphic formats. The researcher analyzed the quantitative data with the use of SPSS (Statistical Package for Social Sciences). Data was coded and entered into the computer. Frequency distribution was developed, tabulated and percentages calculated accordingly. The researcher then used frequency tables to present data.

3.11 Ethical considerations

The study observed the following ethical considerations: consent, all participants had to give their consent after the researcher explain the purpose of the study. This was in line with the requirement of the study to be voluntary participation. The participants were also informed about their rights to withdraw consent of participation at any time without a penalty. In addition, the researcher assured the respondent that the information collected to be kept confidential and will not be disclosed. The researcher did not require the respondents to indicate their names on the questionnaires and as such ensured the anonymity of the respondents.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1. Introduction

This chapter presented data analysis, findings, presentation and interpretation of findings. The data was analyzed using descriptive statistics where frequencies and percentages are done to interpret the data. The chapter was presented according to the research objectives including the questionnaire return rate and demographic information of respondents.

4.2. Instruments return rate

The study used questionnaires to collect data. A total of 8 questionnaires were issued to head teachers, 16 to teachers and 225 to pupils. Table 4.1 shows the questionnaire return rate for the study.

Table 4.1: Questionnaire return rate

Targeted respondents	Sample size	Responses	Return rate (%)
Head teachers	8	5	62.5
Teachers	16	12	75
Pupils	225	198	88
Total	**249**	**215**	**86.35**

The results on Table 4.1 indicate that all the research instruments were above 60%. This response rates were sufficient and representative and conforms to Mugenda and Mugenda (2008) stipulation that a response rate of 50% is adequate; 60 percent is good and 70 percent and over is excellent for analysis and statistical reporting.

4.3 Demographic information of respondents

This section presents the distribution of head teachers, teachers and pupils by their gender and age bracket; head teachers' and teachers' highest academic and professional qualification; their teaching experience and length of time they have worked at their current station.

The head teachers were asked to indicate their gender. Their results are shown in Table 4.2

Table 4.2: Distribution of head teachers by gender

	Frequency (f)	Percent (%)
Male	4	80
Female	1	20
Total	**5**	**100**

Table 4.2 indicates that the majority (80%) of head teachers are male. The high number male head teachers could be attributed to female head teachers fleeing the area owing to high insecurity due to attacks by Al shaabab.

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The teachers were asked to indicate their gender. Their findings are shown in Table 4.3.

Table 4.3: Distribution of teachers by gender

	Frequency (f)	Percent (%)
Male	8	66.7
Female	4	33.3
Total	**12**	**100**

The findings on Table 4.3 indicate that majority (66.7%) of teachers were male. This suggests serious gender disparities in the teaching fraternity. This could also be attributed to female teachers seeking for transfer from Lamu West which experiences cases of insecurity to areas which are more secure.

The researcher sought to establish the gender of pupils and the responses are shown in Table 4.4.

Table 4.4: Distribution of pupils by gender

	Frequency (f)	Percent (%)
Male	106	53.5
Female	92	46.5
Total	**198**	**100**

Table 4.4 indicates that majority (53.5%) of pupils were male. This was seen as sufficient representation of the gender distribution in the schools that were sampled. The researcher found out that there is gender disparity in the schools where boys are favoured at the expense of girl child as a result of insecurity. This could be attributed to rampant insecurity, the historical low enrolment rates, and participation rates of girls in school.

The head teachers were also asked to indicate their age bracket. Their Response are shown in Table 4.5

Table 4.5: Distribution of head teachers by age bracket

	Frequency (f)	Percent (%)
41 – 45 years	1	20
46 – 50 years	1	20
0ver 50 years	3	60
Total	**5**	**100**

The data on Table 4.5 indicate that, majority of head teachers (60%) are aged over 50 years. This could be credited to the fact that leadership goes hand in hand with experience which is a result of time. It's an indication that they are in a better position in handling school matters. They have enough experience in teaching and

school management to give credible information with regard to the influence of insecurity on pupils' participation in education in Lamu West.

The teachers were also asked to indicate their age bracket. Their Response are shown in Table 4.6.

Table 4.6: Distribution of teachers by age bracket

	Frequency (f)	Percent (%)
Below 30 years	2	16.7
31 – 35 years	5	41.7
36 – 40 years	3	25
41 – 45 years	1	8.3
46 – 50 years	1	8.3
Total	**12**	**100**

The data on Table 4.6 indicate that, many teachers (41.7%) are aged between 31 year and 35 years. This shows that the newly recruited and young teachers are the ones willing to teach in an area experiencing insecurity as unemployment rate is high among the youth.

The pupils were asked to indicate their age bracket. Their Response are shown in Table 4.7.

Table 4.7: Distribution of pupils by age bracket

	Frequency (f)	Percent (%)
10 – 11 years	15	7.6
12 – 13 years	86	43.4
14 - 15 years	97	50
Total	**198**	**100**

Table 4.7 indicates that the respondents were asked to state their age as per the admission record. Many pupils, 50% fell in the age bracket of 14 - 15 years. This was an indication that the pupils were mature enough to understand and answer appropriately the questions that they were being asked.

The study also sought to establish pupils' classes. The findings are presented in Table 4.8.

Table 4.8 Pupils' class distribution

Class	Frequency (f)	Percent (%)
Six	74	37.4
Seven	69	34.8
Eight	55	27.8
Total	**198**	**100**

Table 4.8 shows that many pupils were in class 6 (37.4%). This revealed that pupil drop out was high. The findings also implied that late enrolment and high repetition rate thus the high population of class six participants in relation to their ages.

The researcher sought to establish the duration head teachers had stayed in their current station. The questionnaire responses are shown in Table 4.9.

Table 4.9: Distribution of head teachers by work experience in station

	Frequency (f)	Percent (%)
1 – 5 years	1	20
6 – 10 years	3	60
11 – 15years	1	20
Total	**5**	**100**

Table 4.9 indicates head teachers' response on their length of time they have worked at their current station. From the findings, majority (60%) have been in their current station for 6 – 10years. This implies that majority of the head teachers have been in their current stations for at least 6 years. This means that they have adequate information on the influence of insecurity on pupils' participation in primary school education in Lamu West Sub-County, Lamu County. This is because many were there when the area experienced cases of

insecurity. The teachers were asked to indicate their teaching experience. Their responses are shown in Table 4.10.

Table 4.10: Distribution of teachers by teaching experience

	Frequency (f)	Percent (%)
1 – 5 years	1	8.3
6 – 10 years	3	25
11 – 15years	6	50
16 - 20 years	1	8.3
Over 20 years	1	8.3
Total	**12**	**100**

The findings on Table 4.10 indicate that 50% of teachers had a teaching experience of between 11– 15years. This suggests that they had gained the requisite experience to enable them to respond to the questions appropriately. It also shows that the teachers were well experienced as they had worked in Lamu for over 10 years and therefore were well endowed with knowledge, experience and skills to teach in emergency areas that are faced with insecurity like Lamu West Sub-County.

4.3.1 Head teachers' academic qualification

The findings indicate that 100 % of head teachers have degree. The head teachers are very qualified and this had a lot of influence on pupils' participation in education. It is pre supposed that qualified administrators place well established structures, ensuring proper coordination of activities within the organization, enhancing efficiency and development (Northhouse, 2004)

The teachers were asked to indicate their academic qualifications. Their responses are shown in Table 4.11.

Table 4.11: Distribution of teachers by academic qualification

	Frequency (f)	Percent (%)
P1	4	33.3
ATSIII/ATSIV	3	25
Graduate	5	41.7
Total	**12**	**100**

The data on Table 4.11 indicate that, many teachers (41.7%) were graduates in education. This indicates that the teachers are qualified to handle the pupils. This also illustrates that teachers would give credible information on influence of insecurity on pupils' participation in education in primary school education on their good level of education.

4.4 Influence of acts of violence on pupils' participation

The researcher sought to establish from head teachers whether acts of violence discourage pupils' participation in education.

4.4.1 Head teachers' response on acts of violence on pupils' participation

Majority of head teachers (100 percent) agreed that acts of violence in the area discouraged pupils' participation in education. This was as a result of fear of being attacked on the way to school, increased cases of poverty as a result of insecurity which affects livelihood of the communities in the area, girls being raped leading to early pregnancies causing drop outs and boys joining armed groups. These findings concurs with World-Bank (2005), report that states that the effect of violence on a child's education is of particular concern because factors that limit pupils' educational opportunities in stable contexts often intensify in crises.

The researcher sought to establish from head teachers factors that increase school enrolment. The responses are shown in Table 4.12

Table 4.12 Factors that influenced increased enrolment

	Frequency (f)	Percent (%)
Guaranteed security	3	60
Free primary education	2	40
Total	**5**	**100**

The results on Table 4.12 indicate that majority (60 percent) of head teachers agreed that guaranteed security in schools increased pupils' enrolment. The guaranteed security in the area makes schools safe for learning and consequently significantly increased pupils' enrolment.

The researcher sought to establish from teachers influence of acts of violence on pupils' access to education. The responses are shown in Table 4.13.

Table 4.13: Influence of acts of violence on pupils' access to education

	Frequency (f)	Percent (%)
Moderately decreases access	5	41.7
Rapidly decreases access	7	58.3
Total	**12**	**100**

Table 4.13 indicate that majority of teachers (58.3 percent) agree that acts of violence rapidly decreases pupils access to education. This is because parents fear sending children to school because their security is compromised. The findings

were an indication that majority of the primary schools did not realize high pupil enrolment rates as a result of acts of violence in the area.

The teachers were further asked the role of government on insecurity and pupils' access to education. The responses are shown in Table 4.14

Table 4.14 Teachers' response on role of government on insecurity and pupils' access to education.

	Frequency (f)	**Percent (%)**
Good	1	8.3
Average	3	25
Poor	8	66.7
Total	**12**	**100**

The findings on Table 4.14 indicate that majority of teachers (66.7%) agreed that the role of government is poor on providing security and ensuring pupils access to education. This negatively influences pupils' participation. The researcher sought to establish from the head teachers the enrolment rate after acts of violence in the area. The responses are shown in Table 4.15.

Table 4.15 Head teachers' response on enrolment rate after acts of violence

Enrolment rate	Frequency (f)	Percent (%)
40 – 59%	**1**	**20**
60 – 79%	3	60
Over 80%	1	20
Total	**5**	**100**

The results in Table 4.15 indicate that majority of head teachers agreed that the enrolment rate is between 60 – 79% after acts of violence in the area. The findings mean that acts of violence affected pupils' enrolment in education by destroying the livelihoods of the community occasioning extensive poverty making the parents not capable to take their children to school.

4.5 Influence of loss of parents on pupils' participation

The researcher sought to establish the family status of pupils after the cases of insecurity took place. The responses are shown in Table 4.16

Table 4.16: Pupils' family status

	Frequency (f)	Percent (%)
Total orphan	24	12.1
Partial orphan	89	45
Both parents alive	85	42.9
Total	**198**	**100**

The findings on Table 4.16 indicate that many (45%) of the respondents are partially orphans. This shows that many pupils lost one of their parents as a result of insecurity in Lamu West Sub-County. The loss of parents affects pupils' school attendance as some lack school fees, uniform and other school requirements. Many pupils miss attending to school and others even drop out as a result of parents' death. This in turn decreases pupils' school attendance.

The teachers were asked how pupils participate in class after the death of their parents. The responses are shown in Table 4.17

Table 4.17: Teachers' responses on pupils class participation after loss of parent

	Frequency (f)	Percent (%)
Dull	5	41.7
Very dull	7	58.3
Total	**12**	**100**

The findings on table 4.17 indicate that majority (58.3 percent) of teachers agreed that pupils' class participation after loss of parents is very dull. This is as a result of increased fear and psychological trauma for the pupils affected.

The teachers were further asked how they perceived loss of pupils' parents decreases their school attendance. The responses are shown in Table 4.18.

Table 4.18: Teachers' perception on loss of pupils' parents and attendance

Decrease	Frequency (f)	Percent (%)
To a great extent	8	66.7
To a less extent	4	33.3
Total	**12**	**100**

Table 4.18 indicates that majority (66.7%) of teachers agreed that the pupils' class attendance decreases to a great extent as a result of death of pupils' parents. This has resulted to pupils dropping out of school as a result of lack of fees and others relocating to continue with studies in other parts of Kenya.

The researcher sought to establish from the pupils if insecurity decreases school attendance. The responses are shown in Table 4.19.

Table 4.19: Pupils' perception on insecurity and attendance

Decrease attendance	Frequency (f)	Percent (%)
Yes	167	84.3
No	31	15.7
Total	**198**	**100**

The finding in Table 4.19 indicates that majority of pupils (84.3%) support that insecurity decreases school attendance. The study findings are consistent with

Fredriksen (2009) who opined that although conflicts vary in their nature, they intensify school drop-outs and repetition, lead to drastic decrease in attendance rates, and results in wastage. The findings also agree with UNESCO (2010) who observed that few children attend primary school in conflict-prone areas owing to fear of attacks, displacement and students' recruitment into armed conflicts hence low attendance.

The pupils were further asked whether the nature of attendance after death of a parent. The responses are shown in Table 4.20.

Table 4.20 Nature of pupils' attendance after loss of a parent

Irregular attendance	Frequency (f)	Percent (%)
Yes	113	57.1
No	85	42.9
Total	**198**	**100**

Table 4.20 indicates that majority of pupils (57.1%) have irregular school attendance after the death of a parent. Those pupils who had irregular attendance were the totally orphans and partially orphans as shown in Table 4.2. This indicates that the pupils with both parents alive are not affected.

The teachers were asked to indicate the variables that contribute to pupils' school attendance. The responses are shown in Table 4.21

Table 4.21: Teachers' response on the variables contributing to pupils' attendance

	Frequency (f)	Percent (%)
Parents' escort	7	58.3
Police patrol	2	16.7
Friends' assistance	2	16.7
Others	1	8.3
Total	**12**	**100**

Table 4.21 indicates that according to teachers majority of pupils (58.3 percent) attend school as a result of being escorted by parents. This means that those who have lost parents as a result of insecurity do not attend or if they attend is as a result of police patrols, getting assistance from friends and other factors. This means that there is a relationship between presence of parents and pupils' school attendance.

4.6 Influence of physical displacement of parents on pupils' participation

4.6.1 Physical displacement of parents on pupils' participation

The findings indicate that 100 percent of head teachers agreed that both the parents and pupils were physically displaced as a result of insecurity in Lamu West Sub- County. The displaced were sheltered in camps. The physical displacements contributed to ineffective integration of the internally displaced populations into their communities as the disruption to normal life and insecurity inherent in displacement camps harm pupils' physical, intellectual, psychological, cultural and social development with long term consequences to their welfare.

This in turn affects pupils' promotion from one class to another because of poor performance. The findings support Mooney & French's (2005) findings on the challenges experienced by the internally displaced children in accessing education.

The head teachers were further asked the promotion rate of the displaced pupils. The responses are shown in Table 4.22.

Table 4.22: Head teachers' responses on displaced pupils' promotion rate

Promotion rate	Frequency (f)	Percent (%)
40 – 59%	1	20
60 – 79%	3	60
Over 80%	1	20
Total	**5**	**100**

The data on Table 4.22 indicate that, majority of head teachers (60 percent) agreed that the promotion rate of the displaced pupils lie between 60 – 79 percent. This shows that displacement of parents affect the promotion rate of pupils. This is because children are forced to leave school when they are displaced from their homes. Changing schools affects the performance of pupils as they take a lot of time to cope with the new environment.

The pupils were asked whether they failed to be promoted as a result of displacement of their parents due to insecurity. The responses are shown in Table 4.23

Table 4.23: Pupils response on failure to be promoted due to displacement.

	Frequency (f)	Percent (%)
Yes	103	52
No	95	48
Total	**198**	**100**

The findings on Table 4.23 indicate that 52 percent of pupils whose parents were displaced failed to be promoted to the next class as a result of insecurity. This is because the pupils are traumatized and can not concentrate well in class. The findings are in line with Dyan & Kristopher (2006) who observes that the physical

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injury, psychological trauma and stigmatization faced by children are sources of profound and lasting disadvantage in education.

The teachers were asked to indicate their perception on the influence displacement of parents on pupils' promotion rate. Their responses are presented in Table 4.24

Table 4.24: Teachers' perception of displacement of parents on promotion rate

Decrease in promotion rate	Frequency (f)	Percent (%)
Undecided	1	8.3
Agree	3	25
Strongly Agree	8	66.7
Total	**9**	**100**

Table 4.24 indicates that 66.7 percent of teachers strongly agree that displacement of pupils' parents due to insecurity decreases their promotion rate to the next class. This is because some pupils opt to drop out while others perform poorly in class due to constant movements.

4.7 Influence of attack of schools by arsonists on pupils' participation

The researcher sought to establish from the respondents if their schools were attacked by arsonist during insecurity period. The responses are shown in table 4.25

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Table 4.25 Attack of schools by arsonists

	Frequency (f)	Percent (%)
Yes	119	55.3
No	96	44.7
Total	**215**	**100**

The results on Table 4.25 indicate that majority of respondents (55.3 percent) answered yes when asked if the schools were attacked by arsonists. The types of attacks in Lamu West included the burning and torching of schools, and the occupation of schools by armed security officers. As a result most schools in the region worse hit by insecurity remained closed for a very long period before normalcy returned, this made pupils to waste a lot of time out school, the governments was also reluctant to reopen some schools in the worse hit areas fearing fresh attacks.

The head teachers were asked the frequency of attacks by arsonists during times of insecurity. The responses are shown in Table 4.26.

Table 4.26: Head teachers' responses on the frequency of attacks by arsonists

	Frequency (f)	Percent (%)
Always	3	60
Sometimes	1	20
Occasionally	1	20
Total	**5**	**100**

The data on Table 4.26 indicate that, majority of head teachers (60 percent) said that the schools are always attacked by arsonists during times of insecurity. The properties destroyed include school buildings, books and fence. This forces pupils to stop attending school and others even drop out. This decreases pupils' retention in an educational institution as majority opt to be out of school.

The researcher sought to establish from teachers the retention rate after arsonists attack schools. The responses are shown in Table 4.27

Table 4.27 Teachers' responses on pupils' retention rate after attack

Retention rate	Frequency (f)	Percent (%)
40 – 59%	3	25
60 – 79%	7	58.3
Over 80%	2	16.7
Total	**12**	**100**

The data on Table 4.27 indicate that, majority of teachers (58.3 percent) agreed that the retention rate of pupils after school have been attacked by arsonists ranges between 60 – 79%. This means that a certain percent of pupils are not retained after the attacks. This could be as a result of fear of being attacked which forces pupils to stop coming to schools. Pupils' retention in school was adversely affected owing to the widespread poverty caused by insecurity in the region making the parents unable to retain their children in school. The findings concur with Bird and Higgins (2009) who conducted a qualitative study in Northern Uganda and found out that, compared to the rest of the country, the Northern region of Uganda lagged behind in school retention due to the widespread poverty caused by the conflicts in the region making it impossible for parents to retain their children in school

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Introduction

This chapter presented the summary of the study, conclusions, recommendations as well as suggestions for further studies.

5.2. Summary of the study

The purpose of this study was to establish influence of insecurity on pupils' participation in primary school education in Lamu West Sub-County, Lamu County, Kenya. Specifically, the study was set to establish .influence of insecurity on enrolment, attendance, promotion and retention. The study employed a descriptive survey research design where the target population consisted of 8 head teachers of the schools that were affected by insecurity 16 teachers and 225 pupils. Purposive sampling method was used to pick the schools, head teachers and pupils. Simple random sampling was also used to pick the pupils who participated in the research.

The study used questionnaires as the instrument for the study. The study had three sets of questionnaires, which were used to collect data from head teachers, teachers and pupils. After getting introductory letter from the university and permit from the National Council of Science and Technology, the researcher

visited the Lamu West deputy county officer and DEO's office and request for an introductory letter to the target respondents.

The study discovered that Lamu West Sub-County has been experiencing cases of insecurity in the recent past which negatively affected pupils' participation in education. Cases of violence attack, death of pupils' parents, displacement and arsonist attack on schools were reported during the period of insecurity in the area. The acts of violence decreased school enrolment in the area. Death of parents on the other hand negatively affected school attendance as pupils lacked fees and basic needs. Attacks on schools and displacement of parents affected retention and promotion rates respectively. Insecurity in general reduced pupils' participation in education in Lamu West.

5.3 Summary of the major findings

The study first sought to know the respondents demographic data to get an insight of the respondents' characteristics in relation to the objectives. Majority of head teachers, 80 percent, and teachers, 66.7 percent were male and majority of the pupils 53.5 percent were boys. Majority of the head teachers, 100 percent had first degrees as their highest professional qualification, while many of the teachers, 41.7 were degree holders. The research findings on age showed that majority of the head teachers, 60 percent, were over 50 years old, while many of the teachers, 41.7 percent were aged between 31 to 35 years. Head teachers, 60

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percent, had worked in their current stations between 6 – 10 years of teaching experience, while teachers, 50 percent, had taught for between 11 - 15 years. Thus both head teachers and teachers were in a position to give accurate information for the purpose of this study. The study involved pupils from classes six, seven and eight where majority of the pupils were over 12 years old. Many of the pupils were in class six, 37.4 percent showing high pupil drop out in upper classes

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5.3.1 Influence of acts of violence on pupils' participation

The research sought to determine the influence of acts of violence on pupils' participation in primary education in Lamu West Sub-County. The research findings revealead that majority of head teachers, 100 percent agreed that acts of violence discouraged pupils' participation in education. Majority of pupils 58.3 percent agreed that acts of violence rapidly decreases pupils access to education as shown in Table 4.13. Majority of head teachers, 60 percent agreed that enrolment rate was between 60 – 79 percent after acts of violence as shown in Table 4.15. the schools are unable to achieve 100 percent enrolment due to acts of violence.

5.3.2 Influence of loss of parents on pupils' participation

The research also sought establish the influence of loss of parents on pupils' participation in primary education. In Table 4.16, many pupils, 45 percent were partial orphans. Many lost their parents as a result of insecurity in the area. The

loss of parents affected majority pupils' class attendance to a great extent as shown in Table 4.18. The nature of pupils' school attendace was irregular for majority 57.1 percent of the pupils who lost their parents as a result of insecurity. Majority of pupils, 84.3 percent agreed that insecurity and loss of parents decreases school attendance. Majority of teachers, 58.3 percent agreed that loss of parents make pupils to be very dull in class. The majority of teachers also agreed that parents' escort to school contributes to pupils' attendance.

5.3.3 Influence of physical displacement of parents on pupils' participation

The research sought to determine the influence of physical displacement of parents on pupils' participation. Majority of head teachers, 100 percent agreed that both parents and pupils were displaced in Lamu West during the period of insecurity. Majority of head teachers, 60 percent agreed that the promotion rate of the displaced pupils was between 60 – 79 percent as shown in Table 4.22. majority of teachers, 66.7 percent strongly agreed that displacement of parents decreased promotion rate. 52 percent of pupils whose parents were displaced failed to be promoted to the next class.

5.3.4 Influence of attack of schools by arsonist on pupils' participation

Lastly the research sought to determine the influence of attack of schools by arsonists on pupils' participation. Majority of respondents, 55.3 agreed that schools were attacked by arsonist. Classes were burnt and this caused schools to

be closed for several weeks. This forced pupils to stop attending school and others even drop out. As a result, pupils' retention in an educational institution decreased. Majority of teachers, 58.3 percent agreed that the retention rate was between 60 – 79 percent and this was caused by attacks on schools by arsonists. Pupils' retention was adversely affected in the area owing to widespread poverty caused by insecurity.

5.4 Conclusions

Based on the foregoing findings, several conclusions were arrived at;

When region experiences insecurity, acts of violence takes place and this discourages pupils' participation in education as reported by majority of head teachers. In terms of enrolment, 58.3 of teachers agreed that acts of violence rapidly decrease enrolment as shown in Table 4.13. Majority of head teachers (60 percent) agreed that guaranteed security in schools and the area increased enrolment. Governments' role on fighting insecurity in Lamu West and ensuring pupils' access to education was poor. This indicates why majority of schools in the area have not realized high pupil enrolment rates. The enrolment rate was below than 80 percent after acts of violence were reported. This was because acts of violence destroyed the livelihood of the communities in the area occasioning extensive poverty making parents not capable to take their children to school.

As a result of insecurity, many pupils lost their parents. Partially orphans were 45 percent and total orphans 12.1 percent. Loss of parents affected pupils' attendance as many lacked fee, uniform and other school requirements. Some drop out of school as a result of death of a parent. Majority of teachers, 58.3 percent agreed that pupils' class participation after death of their parents was very dull. This was as a result of fear and psychological trauma for the affected pupils. The teachers also agreed that pupils' class attendance degreased to a greater extent as a result of death of pupils' parents. Majority of pupils, 84.3 percent supported that insecurity decreases school attendance owing to fear of attacks. Pupils who lost their parents experienced irregular school attendance. The study finding indicates that there was a relationship between presence of parents and pupils' school attendance. This is because parents escort their children to school offering them security.

Majority of head teachers, 100 percent agreed that both the parents and pupils were physically displaced as a result of insecurity in Lamu West and were sheltered in camps. Internally displaced children experienced challenges which negatively affected their promotion to the next class due to poor performance. Majority of teachers, 60 percent agreed that the promotion rate of the physically displaced pupils lie between 60 – 79 percent. This is because of frequent changing of schools as pupils take time to cope with new environment and some pupils drop out of school. 52 percent of pupils agreed that they failed to be promoted to

the next class due to displacement of their parents as a result of insecurity in the area. 66.7 percent of teachers strongly agreed that physical displacement of parents decreases promotion rate.

The findings indicates that majority of respondents said that schools were attacked by arsonists during the period of insecurity in the area. School buildings were burnt and fences destroyed. Schools remained closed for a longer period. Pupils wasted a lot of time out of school as they feared being attacked by arsonist. Majority of teachers, 58.3 percent agreed that retention rate of pupils after schools were attacked by arsonists ranged between 60 – 79%. This means that some pupils were not retained as they feared being attacked and others transferred to schools in secure areas.

5.5 Recommendations

From the findings and conclusions of the study, the following recommendations were made;

i. The role of government in providing security to its citizens should improve. Government must guarantee security to people in Lamu West and ensure access to education is not negatively affected by insecurity.

ii. The national and county governments should come to the rescue of pupils who are orphaned as a result of insecurity. They should provide bursaries to enable them continue with their education.

iii. Temporary schools should be constructed in IDP camps to enable the displaced children to continue with their education while at the camps Prioritizing education for displaced children should therefore be part of emergency interventions.

iv. Displaced pupils should not be forced to repeat a class when joining a new school. This allows them to continue from where they left.

v. Pupils should undergo psychological counseling immediately they are affected by insecurity.

5.6 Suggestions for further study

The study identified the following areas that need further research;

i. A study on influence of insecurity on boys'/girls' participation in primary school education.

ii. A study on influence of insecurity on pupils' performance.

iii. A replica of the study should be carried out in other areas.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

Zillah Wacharo Mwaghogho,

P.O Box 30197,
Nairobi.

Dear Sir/Madam
RE: Data Collection Request

I am a post graduate student at the University of Nairobi, undertaking a research project in education in emergencies. Attached is a questionnaire designed, so that you may give your views towards the influence of insecurity on pupil's participation in public primary school in Lamu West District. Please spend some time and respond to all the questions Please note that your identity will be treated as confidential and will only be used for the purpose of the study.

Do not therefore, write your name anywhere on the questionnaire.

Thank you for your co-operation.

Yours faithfully,

Zillah Wacharo Mwaghogho

APPENDIX II: QUESTIONNAIRE FOR HEADTEACHERS

This questionnaire is designed to help the researcher investigate the influence of insecurity on pupils' participation in public primary school in Lamu West District. The information you give will be used for the purpose of the study only. Therefore, do not write your name.

Section A Demographic data

1. What is your gender?

Male [ ]   Female [ ]

2. What is your age bracket?

Below 30 years [ ] 31 – 35 years [ ] 36 – 40 years [ ] 41 – 45 years [ ]

46 – 50 years [ ] 51 and above [ ]

3. How long have you been a head teacher in this school?

Below 1 years [ ] 1 – 5 years [ ] 6-10 years [ ] 11 – 15 years [ ] 16 – 20 years [ ]

Over 20 years [ ]

4. What is the level of your education?

Untrained [ ]   PI [ ]   ATSIII/ATSIV [ ]   Graduate [ ]

Section B: Influence of acts of violence on pupils' participation in primary schools

5. Does acts of violence discourage pupils to join school? Yes [ ]   No [ ]

Please explain your answer_____

6. What mostly influences the school increased enrolment?

Guaranteed security [ ] Free Primary Educations [ ] Past School Performance [ ]

Others (Specify) _____

7. Are pupils encouraged to enroll in school as a result of proper security?

Yes [ ]   No [ ]

Please explain your answer

_____

_____

8. Is there drop in enrolment after acts of violence?

Yes [ ]   No [ ]

Please explain your answer

_____

9.   What is the enrolment rate after acts of violence?

0 – 19% [ ]   20 – 39% [ ]   40 – 59% [ ]   60 – 79% [ ] over 80% [ ]

Section C: Influence of loss of parents on pupils' participation in primary schools

10. How many parents have been reported dead in your school as a result of the conflict? _____

11. To what extent has the loss affected your pupils' school attendance?

_____

_____

12a. With proper security are pupils ready to attend morning and afternoon

Periods?   Yes [ ]   No [ ]

12b. Please explain your answer_____

_____

Section D: Influence of physical displacement of parents on pupils'

participation in primary schools

13. Have your pupils and parents ever been physically displaced as a result of

insecurity?

Yes [ ]   No [ ]

14. What is the promotion of rate of the displaced?

0 – 19% [ ]   20 – 39% [ ]   40 – 59% [ ]   60 – 79% [ ]   over 80% [ ]

15. Briefly explain the extent to which physical displacement has affected

promotion of pupils?

_____

_____

16. Have your teachers ever been physically displaced as a result of conflict?

Yes [ ]   No [ ]

Section E: **influence of attack of schools by arsonists on pupils' participation in primary schools**

17a. Has the school been attacked by arsonists?

Yes [ ]   No [ ]

17b. If yes, how did it affect learning?

_____

_____

18a. Did the attack affect pupils' retention? Yes [ ] No [ ]

18b. Explain your answer-

_____
_____
_____

19. How often is your school destroyed during times of insecurity by arsonists?

 Always [ ] often [ ] sometimes [ ] occasionally [ ] never [ ]

20. If so which facilities were destroyed? School building [ ] fence [ ] offices [ ]

toilets [ ]

APPENDIX III: QUESTIONNAIRE FOR TEACHERS

This questionnaire is designed to help the researcher investigate the influence of insecurity on pupils' participation in public primary school in Lamu West District. The information you give will be used for the purpose of the study only. Therefore, do not write your name.

Section A: Demographic data

1. What is your gender?

        Male [ ] Female [ ]

2. What is your age bracket?

    Below 30 years [ ]   31 – 35 years [ ] 36 – 40 years [ ]

    41 – 45 years [ ]   46 – 50 years [ ]   51 and above [ ]

3. How long have you been a teacher?

Below 1 years [ ] 1 – 5 years [ ] 6-10 years [ ] 11 – 15 years [ ] 16 – 20 years [ ]

Over 20 years [ ]

4. What is the level of your academic qualification?

Untrained [ ]   PI [ ]   Graduate [ ]

Others (specify) _____

Section B: influence of acts of violence on pupils' participation in primary schools

5. Have you had cases of your pupils having been attacked? Yes [ ] No [ ]

6. Explain briefly the ways in which acts of violence has affected pupils' access to education._____

_____

7. What measures are you putting in place to improve access to education during conflict?

_____

_____

8. How do you rate the role of government on insecurity and pupils' access to school?

Very good [ ]   Good [ ]   Average [ ]   Poor [ ]

9. What suggestions would you give to the government in order to improve pupils' access to school during emergencies?

_____

_____

Section C: Influence of loss of parents' on pupils' participation in primary schools

10. How many pupils in your class have lost their parents due to conflict? _____

11. To what extent have your pupils missed school because of a parent/guardians' demise?

_____

_____

12. To what extent have you lost some of your pupils because they no longer had someone to support them?

_____

_____

13. How do pupils participate in learning activities after loss of parents' lives?

Dull [ ]   Very dull [ ]   lively [ ]   Very active [ ]

14a. Has the pupil class attendance changed due to loss of parents' lives?

Yes [ ]   No [ ]

14b. Please explain your answer

_____

_____

15. How would you rate the loss of parents' lives in decreasing class attendance?

To a great extent [ ]   To a less extent [ ]   To no extent at all [ ]

16. Which among the following variables can contribute to the pupils' attendance to school?

Parents' escort [ ] Police patrols [ ]   Friends assistance [ ] Teachers [ ]

Others

(Specify)_____

Section D: Influence of physical displacement of parents on pupils' participation in primary schools

17. Please, indicate your perception on the influence of physical displacement of parents on pupils' promotion rate to next class. Rate using the scale:

Strongly Disagree (SD)　　　Disagree (D)　　　Undecided (U)　　　Agree (A)

Strongly Agree (SA)

Statement	Perception				
	SD	D	U	A	SA
Promotion rate increased slightly					
Promotion rate increased moderately					
Promotion rate decreased slightly					
Promotion rate decreased moderately					

18. To what extent have pupils ever failed to be promoted because they had to shift locations as a result of insecurity? _____

19a. Did insecurity affect pupils' promotion to the next level of learning?

Yes [ ]　　　　　　　　　　　　　　　　No [ ]

19b. Please explain your answer

_____

_____

Section E: influence of attack of schools by arsonist on pupils' participation in primary schools

20. Has the school been attacked by arsonist? Yes [ ] No [ ]

21a. Were the teaching and learning resources destroyed during the attack?

 Yes [ ]   No [ ]

21b. If yes, how did it affect pupils' retention? _____

22. What is the retention rate after attacks?

0 – 19% [ ]   20 – 39% [ ]   40 – 59% [ ]   60 – 79% [ ]   over 80% [ ]

APPENDIX IV: QUESTIONNAIRE FOR THE PUPILS

This questionnaire is designed to help the researcher investigate the influence of insecurity on pupils' participation in public primary school in Lamu West District. The information you give will be used for the purpose of the study only. Therefore, do not write your name.

Demographic information

Please tick (√) to indicate your answer

1. What is your gender? (a) Boy [ ] (b) Girl [ ]

2. What is your age bracket?

10 – 11 years [ ]   12 – 13 years [ ]   14 – 15 years [ ]   Over 15 years [ ]

3. Which class are you?

Class six [ ]   Class seven [ ]   Class eight [ ]

Section B: Influence of acts of violence on pupils' participation in primary schools

4. Do acts of violence discourage pupils' access to education?

Yes [ ]   No [ ]

5. If yes, give reasons.

_____

_____

6. In this area, what mostly attracts children to come to school?

Security [ ] Free Primary Education [ ] Parents [ ] Teacher good teaching [ ]

Section C: Influence of loss of parents' on pupils' participation in primary schools

7. Please indicate by ticking appropriately whether you are a:

a)Total orphan [ ]   b) Partial orphan [ ]   c) both parents alive

8. Did your parents die as a result of the conflict? How has it affected your learning?

_____

_____

9a. Does death of stop you from attending school regularly?

        Yes [ ]   No [ ]

9b. If yes, give reasons.

_____

_____

10a. Does adequate security enables you to be active in school activities?

        Yes [ ]   No [ ]

10b. If yes, give reasons._____

11. Does improved security help you to study better?

        Yes [ ]   No [ ]

12. Does adequate security improve your school attendance?

        Yes [ ]   No [ ]

Section D: Influence of physical displacement of parents on pupils' participation in primary schools

13. Explain briefly if you have ever had to miss school because your parents moved away from the school location because of conflict

_____

_____

14. Have you ever failed to be promoted to the next class because of displacement of your parents? Yes [ ]   No [ ]

15. How did the displacement affect your studies?

_____

_____

Section E: Influence of attack of schools by arsonists on pupils' participation in primary schools

16. Has your school ever been attacked as a result of conflict? Explain

_____

17a. Has your books been destroyed due to attack of school by arsonists?

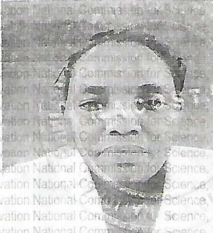   Yes [ ]   No []

17b. If yes, did you miss school and for how long? _____

18. Do you know fellow pupils who have dropped out of school because of attack on schools? Yes [ ]   No [ ]

19 What measures does the school take to ensure continued learning of pupils

after conflict? _____

APPENDIX V: RESEARCH CLEARANCE PERMIT

THIS IS TO CERTIFY THAT:
MISS. ZILLAH WACHARO MWAGHOGHO
of UNIVERSITY OF NAIROBI ,
82001-80100 Mombasa ,has been
permitted to conduct research in *Lamu County*

on the topic: *INFLUENCE OF INSECURITY ON PUPILS PARTICIPATION IN PRIMARY SCHOOL EDUCATION IN LAMU WEST SUB-COUNTY, LAMU COUNTY, KENYA*

for the period ending:
5th November,2016

Permit No : NACOSTI/P/15/79459/8397
Date Of Issue : 5th November,2015
Fee Recieved :Ksh 1000

....
Applicant's 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

NACOSTI

National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A 7075

CONDITIONS: see back page

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APPENDIX VI: RESEARCH AUTHORIZATION

NACOSTI

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/15/79459/8397

Date:
5th November, 2015

Zillah Wacharo Mwaghogho
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Influence of insecurity on pupil's participation in primary school education in Lamu West Sub-County, Lamu County, Kenya,"* I am pleased to inform you that you have been authorized to undertake research in **Lamu County** for a period ending **5th November, 2016.**

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

The County Director of Education
Lamu County.

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