

**EFFECTS OF CATTLE RUSTLING ON BOY-CHILD PARTICIPATION  
IN PRIMARY EDUCATION IN PUBLIC SCHOOL IN TURKANA SOUTH  
CONSTITUENCY, KENYA**

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the Award of the Degree of Master of Education in Education in  
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## **DECLARATION**

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

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This research project has been submitted for examination with our approval as university supervisors

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## **DEDICATION**

This research is dedicated to my family, children Felistus Emuria, Eleardo Emuria, Lino Emuria, Mariano Emuria, Santino Emuria, Avrello Emuria, my late son Christiano and my clan.

## **ACKNOWLEDGEMENT**

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May God bless you all.

## TABLE OF CONTENTS

Content	Page
Title page.....	i
Declaration .....	ii
Dedication .....	iii
Acknowledgement .....	iv
Table of contents.....	v
List of tables.....	ix
Abstract .....	xi

### CHAPTER ONE

#### INTRODUCTION

1.1 Background to the Study.....	1
1.2 Statement of the Problem.....	6
1.3 Purpose of the study.....	6
1.4 Objective of the study .....	7
1.5 Research Questions.....	7
1.6 Significance of the study.....	8
1.7 Limitation of the Study.....	8
1.8 Delimitations of the Study. ....	9
1.9 Assumptions of the study.....	9
1.10 Definitions of Significant Terms. ....	9
1.11 Organization of the study.....	10

## **CHAPTER TWO**

### **LITERATURE REVIEW**

2.1. Introduction.....	11
2.2 Overview of boy-child participation in education .....	11
2.3 Cattle rustling and the boy child participation in primary education.....	13
2.4 Cattle rustling and the boy child dropout rate in primary education. ....	18
2.5 cattle rustling and boy child-child Retention rates in primary education .....	22
2.6 Cattle rustling and boy child-child attendance rates in primary education.....	23
2.7 Summary of Literature Review .....	25
2.8 Theoretical Framework .....	25
2.9 Conceptual framework.....	26

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

3.1 Introduction.....	28
3.2 Research Design.....	28
3.3 Target Population.....	29
3.4 Sample Size and Sampling Procedure .....	29
3.5 Research Instrument.....	30
3.6 Instrument Validity .....	30
3.7 Instrument reliability.....	31
3.8 Data collection procedures.....	32
3.9 Data Analysis Techniques.....	32
3.10 Ethical and considerations .....	33

## **CHAPTER FOUR**

### **RESEARCH FINDINGS AND ANALYSIS**

4.1 Introduction.....	34
4.2 Questionnaire return rate.....	34
4.3 Background of respondents.....	35
4.3.1 Gender of respondents .....	35
4.3.2 Length of service for teachers and head teachers .....	36
4.5 Causes of cattle rustling according to respondents.....	40
4.6 Cattle rustling and pupils’ participation in Primary education .....	42
4.7 Cattle rustling and pupil dropout rate in primary.....	44
4.8: Cattle rustling and pupils’ retention in primary.....	48

## **CHAPTER FIVE**

### **SUMMARY OF THE STUDY, CONCLUSIONS AND RECOMMENDATION**

5.1 Introduction.....	50
5.2 Summary of the study .....	50
5.3 Findings of the study.....	51
5.4 Conclusions.....	52
5.5 Recommendations.....	53
5.6 Suggestions further research .....	54
REFERENCES .....	55

APPENDIX I: Introductory Letter .....	58
APPENDIX II: Headteachers' Questionnaire.....	59
APPENDIX IV: Pupils' Questionnaire.....	67
APPENDIX V: Authorization Letter .....	69
APPENDIX VI: Research Permit .....	70



## LIST OF TABLES

<b>Table</b>	<b>page</b>
Table 4.1 the questionnaire return rate .....	34
Table 4.2 Gender of respondents .....	35
Table 4.3 Length of service for teachers and head teachers .....	36
Table 4.4; Months of the year in which cattle rustling is frequent .....	38
Table 4.5: Causes of cattle rustling according to pupils .....	40
Table 4.6: Head teachers, teachers' extent of cattle rustling on boy child' participation in Primary education .....	42
Table 4.7: Pupil drop-out rate in primary schools according to school pupils' registry records from 2011-2013 .....	44
Table 4.8: Effects of cattle rustling on boy child drop-out Rates in primary school according to respondents (n=1529).....	45
Table 4.9 Effects of cattle rustling on pupils' retention according to teachers, head teachers and pupils.....	48

## LIST OF FIGURES

Figure	Page
Figure 2.1: Conceptual framework showing the effect of cattle rustling on Boy child participation in primary education.....	27
Figure 4.1 Frequency at which cattle rustling occur in Turkana south constituency (N=1529).....	37
Figure 4.2: Measures taken by head teachers to increase boy child on participation in primary education .....	39
Figure 4.3: Other factors causing cattle rustling.....	43
Figure 4.4: Measures being taken by head teachers to reduce boy child drop- out rate in primary school (N=1529).....	47

## **ABSTRACT**

The purpose of this study was to investigate effect of cattle rustling on boy-child participation in primary education in public school in Turkana south constituency, Kenya. The study sought to determine how cattle rustling affect academic performance in public primary schools and dropout rate in these schools. In addition the study also examined how cattle rustling have affected student retention rates in public primary and its effects on student class attendance. This study was conducted at Turkana south constituency, Kenya with a target population of 1394 students, 120 teachers and 15 principals. Descriptive research survey design was employed whereby 1394 students, 120 teachers and 15 principals were sampled. Qualitative and quantitative data were collected by use of a questionnaire. All analyses were descriptive in nature. Through data analysis the study established that the poor academic performance of pupils in Turkana south constituency is as a result of cattle rustling which is prevalent in the area. The study established that when cattle rustling occurs pupils perform dismally in their examinations because rustling contributes to high pupils' absenteeism from school, teachers' absenteeism for fear of being killed, lack of concentration of pupils when in class as they fear to be killed, loss of property and lives, hence affecting pupils performance in examinations. Such experiences would most likely affect pupils' concentration on their studies which would be reflected on poor academic performance. The study also established that cattle rustling increase dropout rate in primary schools by making parents of the children in school keep on migrating from one place to another, dropout is also affected by some children opting to stay at home for fear of being attacked as they go to school. The absence of teachers at school during the time of cattle rustling also make pupils not attend school because there is no one to teach them. On retention rate, the study established that there are low retention rates in primary schools in Turkana south constituency due to frequent interruption of school system.

Based on the findings of this study it is recommended that; The government should eradicate black market for cattle to reduce cases of cattle rustling as this is brought about by the commercialization of animals. In order to improve the situation on the area the government in partnership with Non-Governmental Organizations should set up more boarding schools to shorten the distance and improve on security by building police camps near the boarding schools. The warriors should be enlightened to stop the practice of cattle rustling as it causes teacher and pupils' absenteeism, damage of school facilities, hence disrupting learning. All security agencies and relevant line ministries should collaborate with each other and with key education stake holders to ensure that the conflicts are promptly and effectively resolved. Further studies can be carried out in order to establish remedies to cattle rustling in Turkana south constituency.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Study**

Education is considered the most effective way to reduce poverty, give people opportunity to improve their lives and raise their voice, improve their health, productivity and foster participation in civil society (Angrist, 2000; Preece, 2007). Education broadens employment opportunities; increases income levels, improves child and maternal health and helps to slow down the transmission of major preventable diseases in the world including HIV/AIDS. The benefits of education extend beyond the family to the wider community and even the nation (Woodhall, 1985). Increasing the number of pupils' who finish school leads to economic growth, social and political stability, decline in the crime rate, improved social services, adoption of new agricultural innovations, improved family health (Schultz, 2002; Glewwe, 2002). Empirically, there is a strong negative correlation between educational attainments and various measures of crime (Hjalmarsson, 2006).

While the need to provide education to all those eligible remains a fundamental requirement to communities and governments, it is reported as of 2006, more than 125 million children around the world lacked such fundamental human right and did not attend school or any type of educational institutions (United Nations Education, scientific and Cultural Organization, 2006); These figures have continued to decrease over the years especially

after the Education for all interventions ( United Nimba Citizen Council, 2011) majority of such children reside in low- and middle- income countries, especially in the Asian and sub Saharan African nations. These two regions still experience many hurdles in terms of participation to education opportunities which is a result of, historical injustices, activities of early missionary activities, increasing urbanization and the existing political environment (Achoka, 2007) these conditions have continued to perpetuate inequity to education participation at all levels.

Understood in the traditional sense, cattle-rustling, was considered to be a deeply entrenched cultural practice where young men, known as Morans would steal livestock as a means of re-stocking or acquiring more heads of cattle for various purposes, which included raising enough animals for the payment of dowry, or as a show of heroism and/or a means to wealth enhancement (Kanas Human Rights Commission 2010).Traditionally cattle-rustling used to occur during specific times since it was mainly associated with rites of passage into adulthood. After circumcision, the newly initiated men took part in cattle raids to demonstrate their prowess and valor. These expectations may be compelling men to engage in cattle rustling activities in order to replenish after loss or increase their herds (Mkuta, 2000).

In Middle East countries such as Afghanistan and Pakistan continue to face insurgent groups who have repeatedly attacked education institutions and as a

result security fears have resulted in the closure of over 70% of schools in Helmand province of Afghanistan (The United Nation Children's Emergency Fund 2009). In Gaza, the occupied Palestinian territory, Israeli military attacks in 2008 and 2009 left 350 children dead and 1,815 injured, and damaged 280 schools. The types of attack included the burning, shelling and bombing of schools, the occupation of schools by armed forces, the murder, torture, abduction and rape of teachers, students, education aid workers and school staff by armed groups or military forces, and the forced recruitment of child soldiers (O'Malley, 2010) These attacks lead to the death of teachers and students, the destruction of infrastructure, and also result in severe psychological trauma to those exposed to them. In the face of repeated incidences of cattle rustling and threats of attack, children are afraid to go to school and parents are scared of sending them to school whereas teachers are afraid to go to work. With such magnitude of violence in place schools have closed to prevent attacks and the government may be reluctant to reopen schools because threats of attack may still be present. (Mulkeen, 2007). Schools and teachers have also been targeted by insurgents in Thailand's three southern most provinces (Mulkeen, 2007).

In Africa, violent conflicts such as cattle rustling severely affect the quality and functioning of educational institutions and the expansion of technology (Otach, 3 2008). According to UNHCR (2008), African countries ravaged by civil wars are characterized by physical destruction and as a result interrupted

the education of children through the damage to schools, absence of teachers, fears of insecurity and changes in family structures and household income (Mincer, Malin and Kennedy, 1994). Blattman & Miguel (2010) observes that around 28 million children of primary school age in conflict-affected countries in Africa are out of school. African countries totally devastated by civil wars such as Somalia have witnessed classrooms, teachers and pupils been seen as legitimate targets. This type of scenario instills fear among children to attend school, among teachers to give classes, and among parents to send their children to school (Commission on in Liberia in 200 1-2003 damaged or destroyed school infrastructure and an estimated 23 percent of all primary schools were destroyed while 16 percent suffered major damages (Kumssa, 2009)..

The declaration of the Free Primary Education (FPE) policy in 2003 by Kenya government (Republic of Kenya, 2005) was a move in the right direction to try and address some of the concerns raised in the Koech report. However, this policy lacks the affirmative action component to make it more relevant to areas that have been underdeveloped over long periods of time (Crosby, 2003). Despite the introduction of the FPE policy, Turkana county just like other counties in Kenya has continued to lag behind in education participation of boy child with little care from the stakeholders to address them (Achoka, 2007). It is in the interest of Kenya as a country that education participation for the pastoralist boys is given a fresh look and those

factors that hinder boy child participation in primary school education in Kenya be identified and tackled with haste so as to enhance the achievement of the EFA goal. One of the main factors that can explain low level of participation in primary education in the county is the harsh climatic conditions and environment and the nomadic life style of the people. Another factor is the high poverty level index that is noted in the urban as well as rural areas of the county. Due to inadequate resources, there arise frequent conflicts between the Turkana pastoralists and their neighbors' both in and outside Kenya which causes insecurity and lose of lives (Republic of Kenya TDDP, 2002-2008). Cattle rustling was one of the major challenge the government faced in its effort to implement free primary education in the marginalized parts of the country. With the rise in number of cases of cattle rustling in Turkana area in the past one decade, most people feared for their lives hence disruption of normal daily routines. As a result most areas that experienced cattle rustling recorded low pupil enrolment since most parents feared for the lives of their children. Most schools in these marginalized areas also register high dropout rates due to insecurity reasons. Teachers on the other hand have been forced to desert duty and relocate to other places. All these happenings cause serious problems towards participation in primary education (Katam, 2012).



## **1.2 Statement of the Problem**

Despite the significant increase in the number of children in public primary schools since the government of Kenya introduced Free Primary Education (FPE) in 2003 so as to ensure participation to education by all children, the participation of boys in primary education is still low in Turkana south constituency, this problem is brought about by cattle rustling Education being a basic human right entitlement to all children, the Kenyan government had made enormous efforts to boost primary school participation. These included introduction of FPE, employment of more teachers yearly, grants and scholarships to poor students and more opportunities in the national schools for well performing students from public primary schools. Yet, boy child participation in education in Turkana has remained low. Hence, this study examined effect of cattle rustling on boy-child participation in primary education in public school in Turkana south constituency, Kenya.

## **1.3 Purpose of the study**

Purpose of the study was find out effect of cattle rustling on boy-child participation in primary education in public school in Turkana South constituency, Kenya.

#### **1.4 Objective of the study**

- i. Establish the effect of cattle rustling on boy child participation in education in public primary schools in Turkana South Constituency, Kenya
- ii. Assess the effect of a cattle rustling on boy child drop-out rates in public primary schools in Turkana South Constituency, Kenya
- iii. To establish the effect of cattle rustling on boy child retention rates in public primary schools in Turkana South Constituency, Kenya
- iv. To identify the effect of cattle rustling on the boy child attendance rates in public primary schools in Turkana South Constituency, Kenya

#### **1.5 Research Questions**

- i. How does cattle rustling affect boy child participation in education in public primary schools in Turkana South Constituency, Kenya
- ii. How does cattle rustling affects the boy child drop-out rates in public primary schools in Turkana South Constituency, Kenya
- iii. What is the impact of cattle rustling on boy child retention rates in public primary schools in Turkana South Constituency, Kenya
- iv. How does cattle rustling affect boy child Attendance rates in public primary schools in Turkana South Constituency, Kenya

### **1.6 Significance of the study**

The findings of this study may bridge the gap of lack of sufficient information on the effect of cattle rustling to pupil's participation in the areas. The results of this study may be useful to the Ministry of Education policy formulation on the need to enforce security measures for schools in cattle rustling areas. The results of the study are likely to influence further scholarly research by other researchers who may be interested in this field of knowledge and initiate appropriate mitigation.

### **1.7 Limitation of the Study**

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

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

### **1.8 Delimitations of the Study.**

The studies were limited to effect of cattle rustling on boy child education participation in primary school in Turkana south constituency, Turkana County; hence the findings were not generalized to other constituency in the region as such. The study will only cover 15 public primary school in Turkana south constituency, Turkana County.

### **1.9 Assumptions of the study**

The basic assumptions in this study were

- i. The respondents were truthful and sincere information during the interview
- ii. The schools and education offices were having proper records on attendance, retention, dropout of pupils in the targeted areas.

### **1.10 Definitions of Significant Terms.**

**Cattle rustling** Refers to stealing or planning, organizing, attempting aid or betting the stealing of livestock by any person from any other community where there is theft accompanied by dangerous weapons and or violence

**Academic performance** is the extent to which a student, teacher or institution has achieved their educational goals.

**Dropout rate** a student who withdraws before completing a course of instruction.

**Retention** refers to the amount of information a pupil can keep after undergoing a lesson in class.

### **1.11 Organization of the study**

Basically, the study is organized in three chapters logically following each other. Chapter one is an introduction and comprises of background of the study, statement of the problem, purpose, objectives, research questions, significance of the study, limitations of the study, basic assumptions, definition of significant terms, organization of the study. Chapter two deals with literature review related to the effect of cattle rustling on boy child education participation in primary school in Turkana south constituency, Turkana County. Chapter three deals with research methodology focusing on introduction, research design, target population, sample size and sampling technique, research instruments, validity of instruments, data collection procedure, data analysis techniques.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1. Introduction**

The section is subdivided into the following sub headings: Overview of boy-child participation in education; Cattle rustling and boy child Academic performance in primary school; Cattle rustling and boy child dropout rate in primary school; Retention rates in primary education in conflict areas; Summary of Literature Review, theoretical framework and conceptual framework.

#### **2.2 Overview of boy-child participation in education**

Cattle rustling are an old practice among the cattle rearing communities in Kenya. However, in post-modern Kenya, cattle rustling has transformed from being customary means of livestock restocking where traditional weapons such as bows and arrows and spears were used to a commercial practice where sophisticated weaponry is used, Brophy (1996). In Australia, such stealing is often referred to as duffing, and the perpetrator as a duffer. In North America, especially in Cow boy culture, cattle, cattle theft is duped rustling and an individual who engages in it is a rustler. In the American Old West rustling was considered a serious offence and it did frequently result in lynching by vigilantes.

The act of cattle rustling in Kenya involves forceful acquisition of livestock and it is quite common amongst pastoralists in the arid and semi-arid regions of Kenya. This practice is more pronounced in Marsabit, Samburu, West Pokot, Baringo North in Kenya. Traditionally, cattle rustling often involved small-scale violence and theft of the best livestock or replacement of animals lost through drought or disease, Todaro (1985). Loss of human lives was rare, and when this occurred, compensation in the form of cattle was paid by the killers' families to the victims or their families in case of death. The contemporary situation has however changed due to proliferation of small arms and commercialization of cattle rustling.

(Dos (2008) argues that the commercialization of cattle rustling where wealthy businessmen, politicians, traders or local people finance raids among the pastoral communities has greatly interfered with the future and assets of the pastoralists. This has forced pastoral communities to arm themselves for protection against intruders. The threats caused by the increasing numbers of human deaths and livestock losses due to cattle rustling and other organized raids probably influences the pastoralists mobility and/or their migratory decisions as well as herd size, thereby undermining their asset base and livelihood sources. Thus, besides lack of pasture and water, pastoralist migration could also be influenced by the perceived threats of cattle rustling and the insecurity generated by it.

### **2.3 Cattle rustling and the boy child participation in primary education**

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

Black (1993) asserts that textbooks, libraries, laboratories and workshops available in a school are essential towards academic achievement desired. Ongulla (1996) report established that established that educational research conducted mainly in developed countries showed that there was a relationship between characteristics of teachers and pupils' achievements. This is supported by Brophy (1996) who argued that teachers could influence the boy child' academic performance through proper delivery of instructions established on the atmosphere that is conducive to effective learning and providing boy child' with regular feedbacks. Some of the teacher's characteristics identified that leads to quality teaching and highly educational achievements are and not limited to: teaching strategies and preparation of



lessons, teacher's assessment ability, teacher's enthusiasm, degree of teacher's task or achievement oriented or business like, teachers training, professional commitments, teachers experience.

Godia (1988) observes that a person desire to emulate those personalities in the society who have succeeded, as a result of their academic achievement was strong driving force behind the child's own success in education. He goes further to justify that children illiterate parents who may not value education discourage their children in pursuing the same by involving them in house hold duties and other out of school activities like cattle rustling.

Muola (1990) on the research on the effective academic achievement, motivation and home environment academic performance concur with Godiaa bove. Muola assert that boy child' performance in education highly depends on the close relationship between a father occupation and boy child' performance in English. Todaro (1985) view on study "Economic development for the third world" was that when the parents are highly educated there was a high demand for education for their children more especially a mother with high education is a motivation for their family education as well. Violence in the cattle raiding areas has also compromised the teacher's attitude towards working, diminishing their performance which is being reflected by the poor performance of the learners in this school in national examinations.

Sigmund (2000) refers to critical stage of development, which youth go through and there is need for parents, teachers and learners to understand and help them. Eshiwani (1983) in the study carried out in Western Province reported that students who are not supervised and lack direction from both parents and teachers realizing poor terminal turn over. The findings found it true that most schools in the livestock raiding areas are always deserted and lack teachers and parental guidance, from the finding over 60% of the schools in Turkana county had no formal preps or homework, or assignments and in some schools where preps were done, it is unsupervised by teachers resulting in the boy- child' doing their own work for example imitating on how to use firearms how to take off and attack. Such a work by the boy child' is not academic hence many drop out of school and join other members of the community in raiding activities, Eshiwani (1983).

Mungai (1987) in his research in Kiambu District observes poor administration in form of frequent transfer of head teachers which discourage and destroy their moral. He also sets it in terms of their time, evidence with a high rate of absenteeism. Therefore lack of commitment to their administration to their administrative duties affects the smooth running of the school, a practice that's common in areas prone to cattle rustling/raids. Mackay report and Ilo report of (1971) are in agreement that 14 national aims of education is to promote national unity, national development and to prepare leading roles in life of the nation. Thus, the school has a

responsibility to plan, supervise, direct, control and makes decisions on the youth. But if the schools are not well managed due to insecurity, this will remain an elaborate hypothesis.

Nalyanya (1998) studying the finding of the World Bank policy study on education in sub-Sahara Africa observes that management is a crucial component of effective teaching and learning. She goes further to say that different leadership styles realize different results. Olembo and Karugu (1992:44) confirm that lack of sufficient numbers of inspectorial personnel was in part responsible for the poor performance in national examination. Worse still, the few inspectors in the field in Wamba division have been removed from the classroom and bestowed with the positions they hold now without necessary training hence they are made handicapped due to lack of qualities of an inspector/inceptor, they harass teachers thus demoralizing a few that they are.

Olembo (1992:143) assert that most inspectors of the schools have never received any pre-service training as inspectors or supervisors. Hostility of the environment in this raid-prone area has left teachers to use their old methods of handling students or disciplining students i.e. through corporal punishment, giving boy child duties they cannot manage due to age or difficulty in the form of punishment given. This is so because there is no supervision in the area to guide the students on the current ways of changing

schools into child friendly schools as a result of lack of knowledge, the teachers – pupil relationship is poor which hinders the student and the teacher output. Harsh treatment from the teachers cause stress in students and likewise students tends to hate the subject as well as the teacher concern. They can use their brothers who are in possession of firearms to threaten and intermedate the teacher, hence this situation hinders the student and the teacher output. Harsh treatment from the teachers cause stress in students and likewise student tends to hate the subject as well as the teacher concern. They can use their brothers who are in possession of firearms to threaten and intermedate the teacher hence this situation hinders the roper acquisition of knowledge and determination in academic performance.

As Mbiti (1974) states that punishment scolding or threat are methods that place a barrier between teacher and boy child. They breed fear and hatred rather than respect and cause the boy child to feel more rejected and misunderstood. Mobile schools which are common in the area due to insecurity propagated for lecture method of teaching due to lack of permanent structures. This method lead to passive method of learning as students do not have the chance for them 26 to interact among themselves, their environment and critically examine concept through discussion. This eventually forces the students to switch off and remain unmotivated during the lesson Selber and Wilder (1973:105) confirms this by acknowledging that

the lecture method is characterized by higher degree of passivity and a low degree of inter-student communication.

#### **2.4 Cattle rustling and the boy child dropout rate in primary education.**

It is believed that violent conflicts around the world have involved around 300,000 children, both boys and girls, under the age of eighteen (Blattman et al 2010, World Bank 2005). More than 27 million children are estimated to be out of school as a result of emergency situations. According to the 1996 United Nations report, two million children died during armed conflicts between 1986 and 1996 in Mozambique. Six million children were seriously injured or permanently disabled, and millions more were separated from their families, physically abused, abducted into military groups and, particularly in the case of girls, traumatized by sexual violence and rap.

In sub-Saharan Africa alone, 10 million children drop out of primary school every year. In Pakistan, almost half of children aged 7 to 16 from the poorest households are out of school, compared with just 5 percent from the richest households. In conflict affected poor countries, 28 million children of primary school age are out of school constituting 42 percent of the world total. Children in conflict-affected poor countries are twice as likely to leave schooling before completion as compared to other conflict free areas. Only 79 percent of young people are literate in conflict affected poor countries, compared with 93 percent in other poor countries. State and non-state parties

involved in armed conflicts are increasingly targeting civilians and civilian infrastructure. Schools and school children are widely viewed by combatants as legitimate targets, in clear violation of international law. With over 60 percent of the population in many is critical to overcoming the economic despair that often contributes to violent. Too many children entering school systems fail to complete a primary education cycle (UNHCR 1994).

In 1996, Graça Machel presented report on children trapped in armed conflict to the United Nations General Assembly. The report revealed the hidden face of conflict the face of a child subjected to unspeakable brutality. This is a space devoid of the most basic human values, the Machel report commented. Such unregulated terror and violence speak of deliberate victimization. There are few further depths to which humanity can sink. The international community must denounce this attack on children for what it is intolerable and unacceptable (Machel, 1996). According to UNESCO (2012), approximately 42 percent of children in Sub-Saharan Africa drop out of school early. Ensuring that children enter school at the appropriate age, that they are prepared for school and that schools can deliver high quality education in the early grades are among the key requirements for reducing dropout rate (Ibid, 1996). Although rapid significant progress has been made in providing access to education for a number of children in the past decade, there is still over 11.4 million school aged boys who are out of school in the Eastern and South African region (UNESCO 2008). It is believed that violent

conflicts around the world have involved around 300,000 boys, under the age of eighteen (Blattman 2010, World Bank 2005). More than 15 million boys are estimated to be out of education as a result of emergency situations. A large proportion of these are internally displaced (Mooney, Craven & Halse, 2005).

In Kenya, recurring conflicts such as cattle rustling have often disrupted learning and adversely affected school systems and substantially damage. Boys keep moving with poisoned arrows in defense of their cattle (Kikechi 2012). At this time due to the insecurity in the area girls. Cattle-rustling menace in some parts of Turkana leads to many deaths. Boys are not spared the agony and those who survive suffer poverty and neglect. Consequently, affected parents of cattle rustling together with their children hide in market places, local chiefs' camps, religious centers, or roam in the village begging for security and maintenance. These parents are not able to finance their children's education. It is noted that the psychological trauma the children suffer is likely to hurt them for the rest of their lives. Many of these children have been forced to leave school (Katam, 2012). Institutional factors in relation to effects of cattle rustling on school factors include the environment of teachers and the learning space. In extreme cases of violent conflict, schools have been used as battlefield for conscripting child soldiers and attacking teachers. In the conflict in Mozambique, for example, 45 per cent of the primary schools were destroyed, and in Rwanda 66 per cent of the

teachers fled or were killed UNESCO (2012). During and after the Intifada, Israel forced the closure of schools for Palestinian children in occupied territories, in some cases for two years or longer and this seriously disrupted learning.

The destruction of infrastructure, the absence of teachers and reductions in schooling capacity during violent conflicts across the world affects primary schooling disproportionately (Aguilar & Retamal, 1998). Due to the destruction of industries and infrastructure, job opportunities for skilled labor like teaching may become scarce where schools do exist they tend to be temporary, under-resourced, overcrowded and limited to primary education.

According to Mooney (2005), armed groups involved in conflicts have always targeted educational facilities with classrooms routinely bombed, burned or threatened. 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. It should be noted with concern that the promise of action tomorrow is a poor response to children who are today losing their only chance of an education. Journeys to school become a life threatening experience and conflict and displacement have grave consequences for education. It is believed that education systems cannot be fully insulated from the effects of violence (Mooney, 2005).



## **2.5 cattle rustling and boy child-child Retention rates in primary education**

Teachers are also prime targets, largely because they are regarded as important community members and are frequently more than usually politicized (Graham Brown, 1992). This affects the amount of knowledge imparted to boy child. The boy child on the other hand is under pressure and cannot easily retain information taught. In Turkey, teachers have been caught in the middle of political conflict: The Turkish authorities have pressured teachers to inform on their boy child and their families, making their position untenable in the local community. At the same time the rebels threatened teachers for continuing to teach the Turkish curriculum, which denies Kurdish identity (Graham-Brown, 1994). During the crisis in Rwanda, more than two thirds of teachers either fled or were killed. Most were Tutsis.

Teachers in Somalia would not work in schools outside their clan area for fear of violence; the reduction in female teachers due to poor security was especially notable (Jama, 1992). There was also a dramatic decrease in the number of boy child in Somalia. The closure of many rural schools and the long distances between those institutions that remained open left very few educational facilities that were considered suitable for boys. As tribal warriors and looters, school-age boys became crucial to family survival and defense, making education participation impracticable for them also. A survey in Mozambique revealed that more than one third of children had

experienced damage to or destruction of their school during the war (Raundalen & Dyregrov, 1991). By 1989, 45 per cent of all primary schools had either been closed or wrecked (Graham-Brown, 1994). The provinces of Tete and Zambezia, those most affected by Renamo actions, were deprived of 80 per cent of their schools. On taking examination, boys' performance was poor, showing poor retention rates.

In Somalia many schools were destroyed by the warring factions, while others were closed down or looted (Jama, 1992). Reserves of school materials and supplies were very low, mainly because of transport problems. Almost half of primary schools in Rwanda and all of the generally better equipped secondary schools were ransacked, even when boys are able to continue attending school, their ability to learn maybe seriously impaired by psycho-social distress or poor physical health.

## **2.6 Cattle rustling and boy child-attendance rates in primary education**

Children learn under deplorable conditions instead of having them learning at schools. Most of the schools in the county have been recording fluctuating number of enrolled pupils as people in the area keep on fleeing the villages in fear of cattle rustlers to even kill. Stakeholders in the education sector have warned that more schools are likely to close down while others will end up under populated. These conditions discourage leaders as they seek transfers

as others resign from the service fearing for their lives due to insecurity.  
Kenya daily nation oct.2014

Due to cattle rustling, Intrinsic factors are the conditions within the education system that are primarily responsible for its proper functioning and, therefore, good participation. These also affect the attendance and participation in primary education. These include motivation of teachers, school facilities, scholastic materials and school management. A number of studies undertaken on education in Kenya tried to show a link between intrinsic factors and child-child attendance rates in primary education in primary education. Intrinsic factors have been indicated in the literature to influence child-child attendance rates in primary education.

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

(1993) noted that facilities such as classrooms and furniture were grossly inadequate and consequently affected child-child attendance rates in primary education.

## **2.7 Summary of Literature Review**

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

## **2.8 Theoretical Framework**

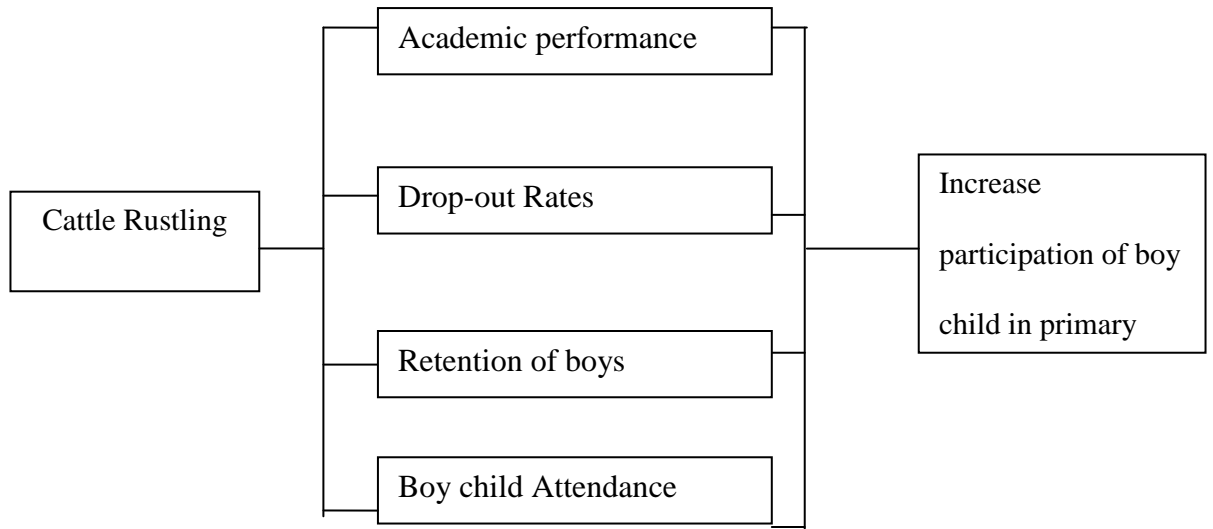
The theoretical framework identified in this study is based on Peace Building Theory of Redekop (2002). The theory stipulates that deep rooted conflict is about identity the beliefs, values, culture, religion, meaning systems, history, and imagination that form the core of an individual and by extension, their group. This identity can be described as human identity needs. Individuals are, therefore, prompted to react against social

environments that threaten their identity. Such threats include cattle rustling, ethnic violence, insecurity, displacement of populations, among others.

In this study, for example, the areas of conflict include inter community status, parent economic status and history which lead to disruption of children's education in Turkana south. The practice of cattle rustling creates insecurity which dehumanizes the affected communities. They no longer find meaningful value in their livelihoods. When values linked to specific identity needs of a group are violated, the immediate reaction is communal conflict. Conflict often subjects the affected people to look for a serene environment conducive for continuing with their normal activities like farming, cattle keeping and learning, among others.

## **2.9 Conceptual framework**

The conceptual diagram shows the relationship between the variables. These variables are assumed to be directly and indirectly related such that a change in the independent variables causes a change in the dependent variable.



**Figure 2.1: Conceptual framework showing the effect of cattle rustling on Boy child participation in primary education**

Figure 2.1 shows that in order to improve participation in education, dependant variable there needs to be good Academic performance in schools, low drop-out Rates, retention and school attendance. In the course of the process, there is a cattle rustling, which affects the output process by having direct or indirect impact on the input process.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter covers the research design, target population, sample size and sampling techniques, research instruments, instrument validity, instrument reliability, data collection procedure and data analysis techniques.

#### **3.2 Research Design**

A research design is a plan or blueprint of how the researcher intends to conduct the research (Babbie & Mouton, 2001). The study used descriptive survey research design. According to Kothari (2007) descriptive survey research design is a type of research used to obtain data that can help determine specific characteristics of a group. A descriptive survey involves asking questions (often in the form of a questionnaire) of a large group of individuals either by mail, by telephone or in person. The main advantage of survey research is that it has the potential to provide us with a lot of information obtained from quite a large sample of individuals. By employing this study design, this study focused on obtaining quantitative data from a cross-section of project members. It also used to collect qualitative data from key informants.

### **3.3 Target Population**

A population refers to the specific cases that the researcher wanted to study (Neuman, 2000). According to Babbie and Mouton (2001) population can also refer to the collection of all individuals, families, groups that the researcher is interested in finding out about. This study were conducted in 15 public primary school in Turkana south constituency, Turkana County namely while study population were 315 principals/teachers and 3846 were boy child.

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

Sampling is the process of selecting individuals for a study to represent the whole population. According to Gay (1987) and Hilton (1995), a sample of 10% of the population is considered to be the minimum while 40% of the population is required for a smaller population. This study sample 40% of the pupils and teachers. Using the above technique, the sample size was calculated as follows:



	<b>Target</b>	<b>Sample size</b>	<b>Sample size</b>
Principals	15	15	100.0
Teachers	300	120	40.0
Students	3486	1394	40.0
<b>Total</b>			

### **3.5 Research Instrument**

The researcher employed self-administered questionnaires to gather data for the study. There were three sets of questionnaires, that for the head teachers, teachers and for the pupils. Questionnaire is a fast way of obtaining data as compared to others instruments (Mugenda & Mugenda, 2003). Questionnaires give the researcher comprehensive data on a wide range of factors. Both open-ended and closed-ended items were used. Questionnaires allow greater uniformity in the way questions are asked, ensuring greater compatibility in the responses.

### **3.6 Instrument Validity**

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

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

### 3.7 Instrument reliability

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

of the questions.

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{N(\sum x^2) - (\sum x)^2\} \{N(\sum y^2) - (\sum y)^2\}}}$$

Where:

N = number of pairs of scores

$\sum XY$  = sum of the products of paired scores

$\sum X$  = sum of X scores

$\Sigma Y$  = sum of Y scores

$\Sigma X^2$  = sum of squared X scores

37

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

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

### **3.8 Data collection procedures**

The research permit was obtained from National council of science and Technology (NCST). A copy of the permit and the introduction letter was presented to the District Education Officer (DEO) and District Commissioner, and head teachers of all schools where the researcher intend to carry out the study. After securing permission from the relevant authorities the researchers proceed and visited the selected schools. The researcher started with the office of the head teacher and formally introduces herself, the purpose of the visit and the rationale for choosing their schools as part of research study. All respondents were assured of confidentiality and security.

### **3.9 Data Analysis Techniques**

Technically speaking, data processing implies editing, classification, coding, and tabulation of collected data so that they are amenable to analysis (Kothari, 2007). Data analysis involves computation of certain measures along with searching for patterns of relationships that exist between the

dependent variables and independent variables. The data was analyzed according to variables and objectives of the study. Descriptive statistics was used to analyze, present and interpret data. Descriptive analysis will involve use of frequency distribution tables and figures which was used to generate values between dependent and independent variables used in the study. Content analyses were used for the qualitative data from the open ended questions in the questionnaire.

### **3.10 Ethical and considerations**

The researcher considerate enough and followed the regularities of the sample populations. The researcher will seeks permission from the school administration to allow the researcher to conduct the study. The researcher assured the respondents of proprietary measures that the findings were accorded and were used only for academic purpose and a copy would be availed to them upon their request. The researcher will maintain confidentiality at all time.

**CHAPTER FOUR**  
**RESEARCH FINDINGS AND ANALYSIS**

**4.1 Introduction**

The following chapter presents the findings of the study. The chapter is organized based on the three segments of target population, that is, the head teachers, teachers and pupils. The findings were generated using an SPSS software which was used to generate values upon which interpretation of findings were made. Analysis of findings for this study was made using 120 teachers and 15 head teachers.

**4.2 Questionnaire return rate**

Questionnaire return rate is the proportion of the questionnaires that are returned after they have been administered to the respondents. All the 1529 questionnaires which were given out to head teachers, teachers and pupils were returned making the questionnaire rate to be 100%.

**Table 4.1 the questionnaire return rate**

<b>Respondents</b>	<b>Frequency</b>	<b>Percentage %</b>
Head teachers	15	100.0
Teachers	120	100.0
pupils	1394	100.0
<b>Total</b>	<b>1529</b>	<b>100.0</b>

According To table 4.1, it was revealed that all of the respondents return their Questionnaires were 100.0 percent.

### 4.3 Background of respondents

The study sought to establish background information of the respondents such as age, level of education and length of service.

#### 4.3.1 Gender of respondents

The study sought to establish the gender of the teachers and Head teachers, this aimed at establishing whether the views of all genders were considered for the study. The results are as in Table 4.2

**Table 4.2 Gender of respondents**

Gender	Teachers		Head teachers	
	Frequency	Percentage %	Frequency	Percentage %
Male	72	60.0	11	73.0
Female	48	40.0	4	27.0
<b>Total</b>	<b>120</b>	<b>100</b>	<b>15</b>	<b>100</b>

According to Table 4.2, it was revealed that majority of the respondents within the category of head teachers and teachers were comprised of the male

which accounted for 71.0 percent while female head teachers were 30.0 percent.

#### 4.3.2 Length of service for teachers and head teachers

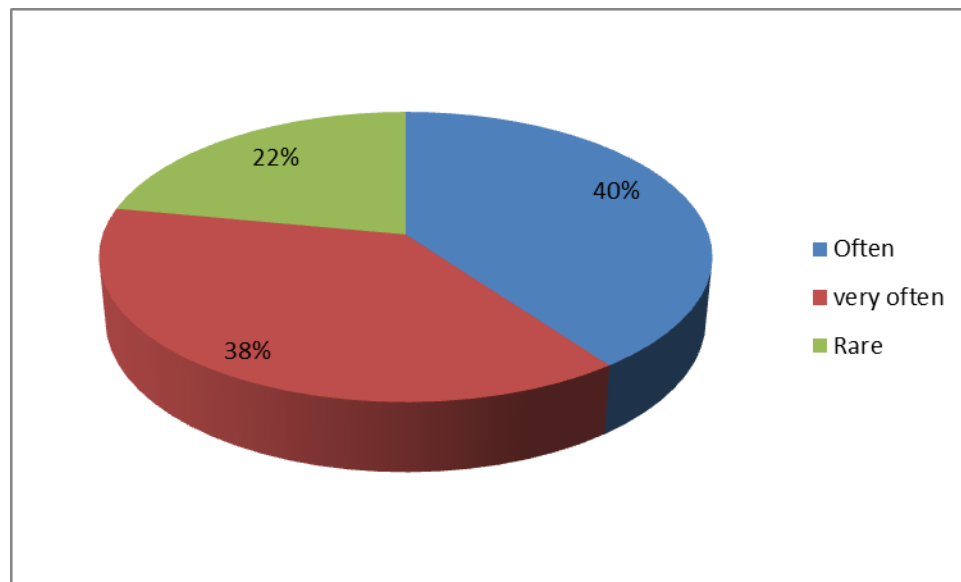
The length of teachers' service and head teachers length of service in leadership position was sought. This aimed at establishing the length of service for the teachers in order to find out their experience. This was based on the assumption that those teachers who have taught for a long time are able to clearly link cattle rustling with pupils' participation in school. The results are as presented in Table 4.3

**Table 4.3 Length of service for teachers and head teachers**

	Teachers		Head teachers	
	Frequency	Percentage %	Frequency	Percentage %
0-5 years	36	30.0	0	0.0
6-10 years	48	40.0	3	20.0
10-15 years	24	20.0	4	30.0
Above 15years	12	10.0	8	50.0
<b>Total</b>	<b>120</b>	<b>100</b>	<b>15</b>	<b>100</b>

Table 4.3 shows that 10% of the head teachers have served for more than 15 years. This is an indication that for one to be a head of a school one must have served for a long time as a teacher. This confirms that the responses given by the head teachers were based on the experience on teaching and therefore the responses are reliable.

Table 4.3 also shows that majority of teachers 10% have served as teachers for 6-10 years an implication that their responses is grounded on wide experience on teaching.



**N=1529**

**Figure 4.1 Frequency at which cattle rustling occur in Turkana south constituency**



When determining the frequency at which the cattle rustling occur in the region the majority of the respondent stated that it is often with 40.0%, very often 38.0% and 22.0% of the respondents who think it is rarely occurs.

#### **4.4 Months of the year in which cattle rustling is frequent**

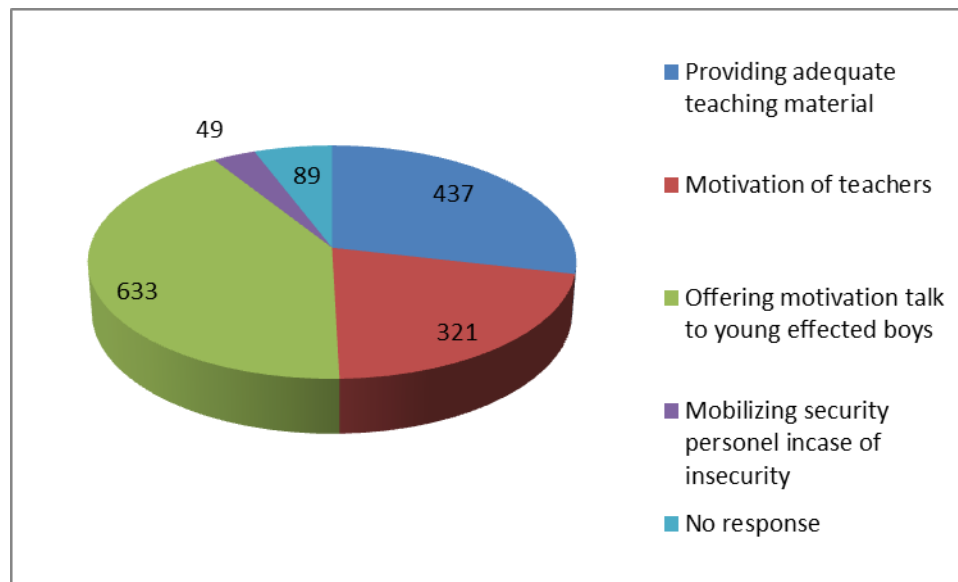
The respondents were asked to indicate which months of the year cattle rustling was frequent. Results are indicated on Table 4.4

**Table 4.4; Months of the year in which cattle rustling is frequent**

<b>Months of the year</b>	<b>Frequency</b>	<b>Percentage (%)</b>
January	98	6.4
February	83	5.4
March	72	4.7
April	98	6.4
May	110	7.2
June	106	6.9
July	297	19.4
August	174	11.4
September	171	11.2
October	117	7.7
November	120	7.8
December	83	5.4
<b>Total</b>	<b>1529</b>	<b>100.0</b>

When the respondents were asked of the month of the year which they think most of the cattle rustling vices frequently occur. According to table 4.4 most of the cattle rustling occur between the month of May to November due to cultural or traditional way of life which coincided with those months and some are as a result of revenge attack.

The respondents were asked to indicate measures taken to increase boy child participation. Results are indicated in Figure 4.2.



**Figure 4.2: Measures taken by head teachers to increase boy child on participation in primary education**

When head teacher, teachers and pupils were asked of measures which head teachers are taking to increases boy child participation in primary education majority of the respondents (633) said that offering motivation talk by head teacher to affected young boys are of great impact, followed by motivation of

teachers especially non local which in one way may be demoralize due to harsh working condition of the area (321) and 437 of the respondents think that head teacher increase boy child participation by provided adequate teaching material.

#### **4.5 Causes of cattle rustling according to respondents**

In a bid to establish the effects of cattle rustling on pupils' participation in education the respondents were asked to identify the causes of rustling in the areas, several reasons were given for the cause of cattle rustling. The results are as presented in Table 4.5.

**Table 4.5: Causes of cattle rustling according to pupils**

<b>Causes of cattle rustling</b>	<b>Frequency</b>	<b>Percentage %</b>
Availability of guns	563	40.0
Traditional value attached to the activity	181	8.0
Commercialization of the raided cattle	373	24.0
Poor leadership in the area	327	22.0
Need to have livestock to pay dowry	85	6.0

N=15

According to Table 4.5 the respondents were of the opinion that the prevalence or massive use of guns in cattle raiding is the major cause of and persistent cattle rustling in the area. 40% of the boy child reported that,

availability of guns is the major cause of cattle rustling. The other cause of cattle rustling is the traditional value attached to the activity as reported by 8% of the boy child. The boy child were of the opinion that a cattle rustling has been taking place in the area for a long time and therefore the practice has been accepted in the community as one of the values of the society. This makes cattle rustling to be a vice that cannot be wished off anyhow.

These activities implied raiding had become a source of livelihood to those who owned guns and a means of making quick wealth for themselves. Traditional values such as dowry/bride wealth were identified as factors that encouraged the youths to participate in cattle rustling accounting for 6.0%. The respondents reported that bride wealth is as high as 20 – 60 cows and 10-40 goats for one to get a wife. This factor alone is responsible for the high turnout of raids conducted by neighboring communities.

The findings of this study mimics the work of JETEMS (2010) report which alluded that the arming of communities in preparation to war contribute to cattle rustling, they further said that illicit arms and light weapons can easily be concealed and transported from one place to another. The JETEMS report also indicates that physical boundaries cutting across traditional migratory routes and cattle rustling among the pastoralist communities is one of the main contributors of cattle rustling. The competition resources such as water

and pasture escalate cattle rustling due to animosity created as the communities fight for these resources.

#### **4.6 Cattle rustling and pupils’ participation in Primary education**

Objective one of this study was to establish the influence of cattle rustling on pupils’ participation in primary education in Turkana south constituency. The respondents were therefore asked to indicate the extent to which challenges related to cattle rustling as indicated in Table 4.6 affects pupils participation in education.

**Table 4.6: Head teachers, teachers’ extent of cattle rustling on boy child’ participation in Primary education**

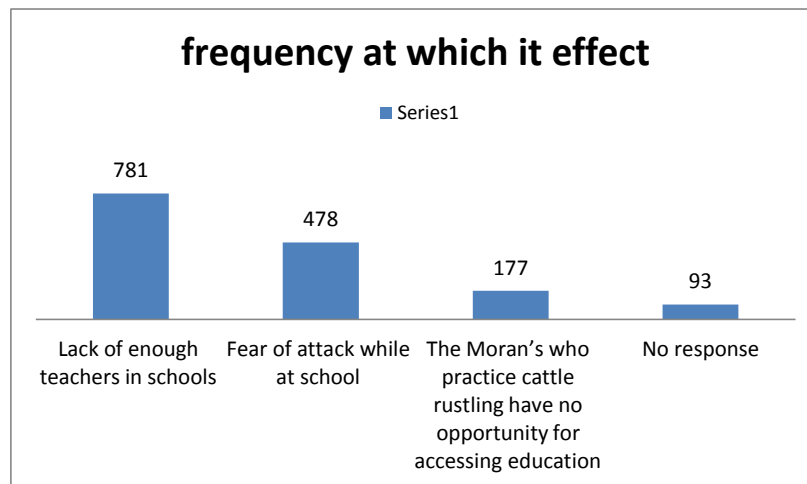
<b>Effects of cattle rustling</b>	<b>Extent at which it affects boy-child participation</b>			
	<b>Large extent</b>		<b>Very large extent</b>	
	<b>Frequency</b>	<b>Percentage</b>	<b>Frequency</b>	<b>Percentage</b>
Poverty due to stolen cattle	700	45.8%	829	54.2%
Death of parents to support pupils Children	300	19.6%	1229	80.4%
involved in cattle rustling	800	52.3%	729	47.7%
Lack of learning facilities due to destruction	1021	66.8%	508	33.2%
Inability for pupils to travel to schools due to insecurity	272	17.8%	1257	82.2%

n=1529

Table 4.6 shows that there are several factors that affects boy child participation in education in Turkana county, such factors includes; Inability for boy child to travel to schools due to insecurity as attested by 82.2% of the respondents who said it greatly affect boy child participation, Death of parents to support boy child as indicated by 80.4% of the head respondents who said it affects to a very large extent,

**Figure 4.3: Other factors causing cattle rustling**

When the respondents were asked of other effects of cattle rustling on boy child participations on education. Results are indicated on Figure 4.3



**Other factors that the respondents consider as an effect of cattle rustling to boy child participation in primary schools in Turkana south constituency.**

When the respondents were asked of other effects of cattle rustling on boy child participations on education about 781 respondents cited lack of enough

teachers in school as a major effect of cattle rustling followed by fear of attack while in school with the Moran's who practice cattle rustling have no opportunity for accessing education as effects score the list amount while 93.0 of the respondents decided not to respond to the question.

#### **4.7 Cattle rustling and pupil dropout rate in primary**

The second objective of the study was to establish the influence of cattle rustling on pupil dropout rate in primary. Both teachers and head teachers were asked to indicate whether cattle rustling affect pupil dropout rate in primary schools. Both teachers and the head teachers agreed that cattle rustling affect pupil dropout rate as shown by declining enrolments as shown in Table 4.7.

**Table 4.7: Pupil drop-out rate in primary schools according to school pupils' registry records from 2011-2013**

<b>Year</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
<b>dropout rate</b>	318	292	540

Table 4.7 shows that cattle rustling contribute to declining number of boys in schools.

**Table 4.8: Effects of cattle rustling on boy child drop-out Rates in primary school according to respondents (n=1529)**

When the head teachers, teachers and pupils were asked to indicate the extent to which the given factors associated to cattle rustling contributed to boy child drop out in primary school, they highlighted several factors as in Table 4.8

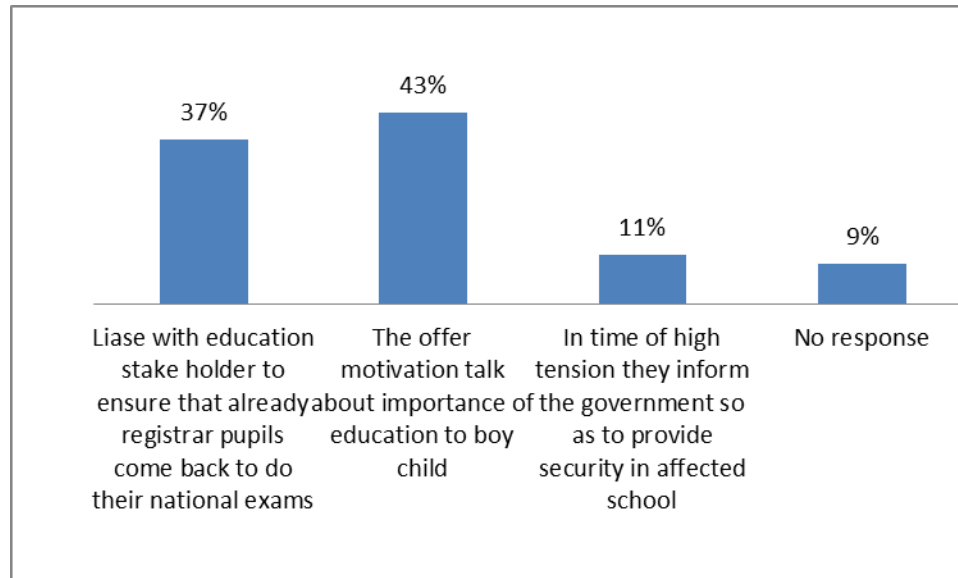
Effects of cattle rustling	Dropout rate			
	Agree		Strongly agree	
	Frequency	(%)	Frequency	(%)
Cattle rustling lead to pupils drop out	700	45.8%	829	54.2%
Fighting causes insecurity in learning institutions	521	34.1%	1008	65.9%
Cattle rustling disrupts learning activities in schools	27	1.8%	1502	98.2%
Fighting leads to death of parents	921	60.2%	608	39.8%
Cattle rustling leads to poverty	1027	67.2%	502	32.8%
Insecurity forces teachers to desert duty	59	3.9%	1470	96.1%
Insecurity leads to teachers' shortages	723	47.3%	806	52.7%
Revenge forces children to join armed conflicts	1344	87.9%	185	21.1%
N=1529				



Table 4.8 clearly indicates the rate at which cattle rustling lead to boy child drop-out rate from primary school is very high and it is alarming issue which the government and local leaders should step in fast to tamed it, with all respondents (1529) both head teachers, teachers and pupils agree and strongly agree that the stated variable have effect on boy child drop-out of primary school, with both cattle rustling disrupts learning activities in school and insecurity forces teachers to desert duty leading with 98.2% and 96.1% of the respondents who were strongly agree.

**Figure 4.4: Measures being taken by head teachers to reduce boy child drop-out rate in primary school**

When the head teachers were asked to indicate the Measures being taken by head teachers to reduce boy child drop-out rate in primary school in Figure 4.4



**Figure 4.4: Measures being taken by head teachers to reduce boy child drop-out rate in primary school (N=1529)**

As clearly revealed in Figure 4.4 that drop-out rate of boy child is very high, when pupils, teachers and head teachers were asked about the measures head teachers are taking to reduce boy child drop-out, 43.0% of the respondents cited that the head teachers offer motivation talk about importance of educating boy child as compares to involvement in cattle rustling since the vice is out dated and cannot bring development as compare to when you educate you children, followed by 37.0% of the respondents who were of opinion that the head teacher liase with the education stake holder to ensure that already registrar pupil for National exam come back to do their national exams while 9% decided not to respond to the question.

#### **4.8: Cattle rustling and pupils' retention in primary**

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

In this study, the main focus on student retention rates was specifically channeled towards how cattle rustling influences retention rates. The findings are as presented in Table 4.9

#### **Table 4.9 Effects of cattle rustling on pupils' retention according to teachers, head teachers and pupils**

Head teachers, teachers and pupils were asked to indicate whether cattle rustling affect pupil dropout rate in primary schools. Both Head teachers, teachers and pupils agreed that cattle rustling affect pupil retention rate as shown in Table 4.9.

<b>Causes of cattle rustling</b>	<b>Frequency</b>	<b>Percentage %</b>
Lack of fees	531	37.0
Poor performance	112	6.0
Lack of concentration	306	22.0
Cattle rustling	451	27.0
Death of parents	129	8.0
<b>Total</b>	<b>1529</b>	<b>100</b>

The findings in Table 4.9 show how cattle rustling influences retention rates among the pupils rate fraternity in Turkana south constituency. The high is Lack of fees, 37% and Cattle rustling, 27% was attributed to male students opting to join the community in cattle rustling activities. poor performance, 24% due to lack of syllabus coverage, lack of concentration 22% due to fear of being attacked as they are in school and 8% death of parents due to being killed by the raiders. 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. This is impaired in case of cattle rustling. The gravest effect of cattle rustling to the society is death of community members.

**CHAPTER FIVE**  
**SUMMARY OF THE STUDY, CONCLUSIONS AND**  
**RECOMMENDATION**

**5.1 Introduction**

This chapter focuses on the summary, conclusions and recommendations of the study

**5.2 Summary of the study**

The purpose of this study was to establish the influence of cattle rustling on boy child' participation in primary education in Turkana south constituency, Turkana County, Kenya. The study was guided by four objectives that focused on the influence of cattle rustling on boy child' participation, retention, drop rate and attendance of primary course. The study embraced descriptive survey design and data was collected using questionnaires and interview guide. The data was analysed using SPSS and presented by use of graphs and charts.

Through data analysis, this study established that the boy child' participation in primary school in Turkana County is as a result of cattle rustling which is prevalent in the area. The study established that when cattle rustling occurs boy child perform dismally in their examinations because it results to high boy child' absenteeism rate, teachers' absenteeism for fear of being killed,

lack of concentration of boy child when in class as they fear to be killed, loss of property and lives, hence affecting boy child performance in examinations. Such experiences would most likely affect boy's concentration on their studies which would be reflected on poor academic performance. This shows a relatively big magnitude that cattle rustling has on the quality of education.

### **5.3 Findings of the study**

The study also established that cattle rustling affect dropout rate in primary schools by making parents of the children in school keep on migrating from one place to another, drop out is also affected by some children opting to stay at home for fear of being attacked as they go to school. The absence of teachers at school during the time of cattle rustling also make boys not attend school because there is no one to teach them. The lack of school fees attributed to stolen animals affects dropout rate because boy child cannot be able to buy school materials such as uniform or pay for other levies required in school. The death of parents also affects drop out because elder children stay at home to take care of the young ones due to orphanage.

On retention rate the study established that there are low retention rates in primary schools in Turkana south constituency. The low retention rate is attributed to cattle rustling which contributes to lack of school money to meet educational demands, poor performance which make boy child repeat classes hence dropping out eventually, lack of concentration in class due to fear of

attack, absenteeism associated to fear of reporting to school especially when rustling occurs and death of boys in the process of cattle rustling process.

The major findings of this study are cattle rustling contributes to poor performance in examination because children are forced to be out of school for a long period of time as indicated by 100% of the teachers and head teachers who attested that cattle rustling in-deeds affects boy child' participation in education. The other finding is that; cattle rustling results to low participation rates of boy child in school. This was attributed to chronic schools absenteeism by teachers and boy child and indicated by 17% of teachers and head teachers and boy child fearing to go to school due to insecurity as shown by 25% of the respondents. Another major finding is that cattle rustling affect performance from one class to another. Cattle rustling affects performance from one class to another by making children repeat classes especially when they are absent from school for a long period of time due to insecurity instigated by cattle rustling.

#### **5.4 Conclusions**

Through data analysis the study established that cattle rustling in-deed is a great hindrance to access quality education in public primary schools in Turkana south constituency.

From this study, it denies the access to quality education mainly by causing insecurity which claims lives of education participants, school dropouts and migration of inhabitants to safer areas. This leads to poor academic performance and minimized retention and dropout rates in schools.

Cattle rustling pose a big problem to the pastoralist communities in Kenya and the world. From the findings of this study, cattle rustling affect various aspects of the learning process which need to be addressed in order to improve the quality of learning in public primary schools in Turkana south constituency.

### **5.5 Recommendations**

Based on the findings of this study it is recommended that;

- i) The community should be enlightened on better methods of dowry payment other than cattle as this will reduce cases of rustling. In addition, the governmental and non-governmental organizations should demarcate the land to avoid conflict due to competition of pasture and water. This will help in improving boy child participation in primary education in Turkana south constituency.
- ii) In order to improve the situation on the area the government in partnership with Non-Governmental Organizations should set up more boarding schools to shorten the distance and improve on security by building police camps near the boarding schools. With this regard



learning environment will be conducive thus improve retention; dropout rate, performance and attendance rates.

- iii) The warriors should be enlightened to stop the practice of cattle rustling as it causes teacher and boy child' absenteeism, damage of school facilities, hence disrupting learning.
- iv) All security agencies and relevant line ministries should collaborate with each other and with key education stake holders to ensure that the conflicts are promptly and effectively resolved.
- v) The government should have an appropriate action taken against cattle rustlers.

### **5.6 Suggestions further research**

Out of this study, it could be recommended that in the absence of interventions, further studies can be done on:

- i) Improved ways of formal education that can be adopted in nomadic pastoralist areas that can improve the quality of education.
- ii) There is a need to carry out a study on the perception of boy child about education, this could help improve retention and dropout rate because boy child' perception on education could affect attendance besides cattle rustling.
- iii) There is also need to carry out a study of this nature in a large area to establish whether the influence of cattle rustling on retention and completion rates is the same throughout the entire pastoralist community.

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## **APPENDIX I: INTRODUCTORY LETTER**

EMURIA EBONG'ON MOSES

Tel: 0714244184

Dear Sir/Madam,

### **REF: REQUEST TO CARRY OUT DATA COLLECTION.**

I am a student at University of Nairobi pursuing a Master's degree of education in education in emergencies as a requirement in fulfillment of this degree, am carrying out a study on the '**EFFECTS OF CATTLE RUSTLING ON BOY-CHILD PARTICIPATION IN PRIMARY EDUCATION IN PUBLIC SCHOOL IN TURKANA SOUTH CONSTITUENCY, KENYA**' You have been chosen due to your position to provide reliable information that will enable the study achieve its objectives. I intend to research on the above topic through the use of questionnaires. The identity of the respondents was treated with confidence and any assistance given will highly appreciated as it will be purely for the purpose of the research. Your assistance and cooperation will be highly appreciated.

Thank you in anticipation.

Yours Faithfully,

**EMURIA EBONG'ON MOSES**

## APPENDIX II: HEADTEACHERS' QUESTIONNAIRE

### Introduction

I am a post graduate student at the University of Nairobi, pursuing a degree in educational planning and Administration. I am conducting a study to establish the influence of cattle rustling on boy child participation in primary education in Turkana south constituency, Turkana County, Kenya. Please tick in the appropriate brackets and in other cases give your opinion freely. Do not write your name or designation anywhere. The source of this information will be completely confidential.

### SECTION A: Background Information

1. Please indicate your gender?                      Male [ ]                      Female [ ]
2. How long have you been in this position?  
1-5 years [ ]                      5-10 years [ ]                      Over 10 years [ ]
3. How frequent does cattle rustling occur in Turkana south constituency  
Often [ ]                      very often [ ]                      rare [ ]
4. Which months of the year is cattle rustling frequent

**SECTION B: Effects of cattle rustling on participation in Education**

Please indicate the extent to which you consider the following factors as the effects of cattle rustling on participation in Education Turkana south constituency.

Use the scale of: Use the scale of: 1= Very small extent 2=Small extent 3= moderate extent 4= Large extent 5= to A very large extent

No.	Challenge	1	2	3	4	5
	Poverty due to stolen cattle					
	Death of parents to support pupils					
	Children involved in cattle rustling					
	Lack of learning facilities due to destruction					
	Inability for pupils to travel to schools due to insecurity					

6. Kindly state any other factor that you consider as an effect of cattle rustling to boy child participation in primary schools in Turkana south constituency-----

7. What Measures are being taken by head teachers to increase boy child on participation in primary education? -----

**Section C: Effects of cattle rustling on boy child drop-out Rates**

Kindly indicate the extent to which you agree with the following statements as effects of cattle rustling on boy child drop-out Rates in primary education

8. Use the scale of: 1= strongly 2=Disagree 3= Not disagree 4= Agree Sure  
5= strongly agree

No.	Statement	1	2	3	4	5
1.	Cattle rustling lead to pupils drop out					
2.	Fighting causes insecurity in learning institutions					
3.	Cattle rustling disrupts learning activities in schools					
4.	Fighting leads to death of parents					
5.	Cattle rustling leads to poverty					
6.	Insecurity forces teachers to desert duty					
7.	Insecurity leads to teachers' shortages					
8.	Revenge forces children to join armed conflicts					
9.	Please indicate any other effect of cattle rustling on boy child drop-out Rates.					



9. What Measures are being taken by head teachers to reduce drop rate in primary school-----

-----

**Section D: Effects of Cattle rustling to Attendance rates in Education.**

Please indicate the extent to which the following challenges related to cattle rustling affect boy child Attendance rates in education. Use the scale of: Use the scale of: 1= Very small extent 2=Small extent 3= moderate extent 4= Large extent 5= to A very large extent

No.	Factors	1	2	3	4	5
1.	Insecurity					
2.	Poverty					
3.	Death of guardians					
4.	Revenge attacks after cattle rustling					
5.	Fear of attack while at school					

10. Kindly indicate any other effects of cattle rustling that affect participation to education by boy child.

11. What Measures are being taken by head teachers to increase boy child participation in primary education?

### **APPENDIX III: QUESTIONNAIRE FOR TEACHERS**

I am a post graduate student at the University of Nairobi, pursuing a degree in educational planning and Administration. I am conducting a study to establish the effect of cattle rustling on boy child participation in primary education in Turkana south constituency, Turkana County, Kenya. Please tick brackets and in other cases give your opinion freely. Do not write your name or designation anywhere. The source of this information will be completely confidential.

#### **SECTION A: Background Information**

1. Please indicate your gender?                      Male [ ]                      Female [ ]
2. How long have you been in this position?  
1-5 years [ ] 5-10 years [ ] Over 10 years [ ]
3. How frequent does cattle rustling occur in Turkana south constituency  
Often [ ]                      Very often [ ]                      Rarely [ ]
4. Which months of the year is cattle rustling frequent-----  
-----

**SECTION B: Effects of cattle rustling on boy child participation in school**

Please indicate the extent to which you consider the following factors as the effects of cattle rustling on boy child child participation. Use the scale of: 1= Very small extent 2=Small extent 3= moderate extent 4= Large extent 5= To A very large extent

No.	Challenges	1	2	3	4	5
1.	Poverty due to stolen cattle					
2.	Death of parents to support pupils					
3.	Children involved in cattle rustling					
4.	Lack of learning facilities due to destruction					
5.	Inability for pupils to travel to schools due to insecurity					
6.	Lack of enough teachers in schools					
7.	Low performances in KCPE					
8.	Fear of attack while at school					

6. Kindly state any other factor that you consider as an effect of cattle rustling to boy child child participation

7. What Measures are being taken by teachers to increase boy child child participation in primary education?

8. In your own opinion, can you briefly explain how cattle rustling affects the following:

- a) Completion of homework \_\_\_\_\_
- b) Concentration in class \_\_\_\_\_
- c) Pupils retention rate \_\_\_\_\_
- d) Pupil's punctuality \_\_\_\_\_

**Section C: Effects of cattle rustling on boy child Drop-out Rates**

Kindly indicate the extent to which you agree with the following statements as effects of cattle rustling on boy child Drop-out Rates in primary education.

Use the scale of: 1= strongly 2=Disagree 3= Not disagree 4= Agree Sure 5= strongly agree

No.	Statement	1	2	3	4	5
1.	Cattle rustling lead to pupils drop out					
2.	Fighting causes insecurity in learning institutions					
3.	Disrupts learning activities in schools					
4.	Fighting leads to death of parents					
5.	Death of cattle leads to poverty					
6.	Insecurity forces teachers to desert duty hence teacher shortages					
7.	Revenge forces children to join armed conflicts					

9. Please indicate any other effect of cattle rustling on boy child Drop-out Rates in primary education

**Section D: Effects of Cattle rustling on boy child Attendance rates in Education.**

Please indicate the extent to which the following challenges related to cattle rustling affect pupils Attendance rates in education. Use the scale of: 1= Very small extent 2=Small extent 3= moderate extent 4= Large extent 5= To A very large extent

No.	Factor	1	2	3	4	5
1.	Insecurity					
2.	Poverty					
3.	Death of guardian					
4.	Revenge attacks after cattle rustling					
5.	Migration due to cattle rustling					

## APPENDIX IV: PUPILS' QUESTIONNAIRE

### Introduction

This questionnaire is intended to gather information on effect of cattle rustling on boy child education participation in primary school in Turkana south constituency, Turkana County'. You are requested to respond to all questions as honestly and accurately as possible.

### Section A: Effects of cattle rustling on boy child participation to education

1. Are at times left without teachers in your classrooms?

Yes[ ]                      No[ ]

2. When often do you attend counseling sessions in the school?

Quite often [ ]    Often [ ]    Rarely [ ]    Not at all [ ]

(iii) How does counseling affect your general academic participation.....

3. How often do teachers provide personalized attention to you?

Very often [ ]    Often [ ]    rarely [ ]    Very rarely [ ]

4. (a). How often do fellow pupils assist the you?

Quite Often [ ]    Often [ ]    Less Often [ ]    Never [ ]

5. How does the head teacher ensure that you perform well in class work?

.....

6. Is the head teacher concerned about issues relating to in the School?

Yes[ ]                      No[ ]

7. Please tick the correct answer for the following questions on the effect of cattle rustling towards your participation to education.

No.	Effects	Yes	No
1.	Schools become insecure for pupils		
2.	Pupils drop out to engage in cattle rustling		
3.	Learning is disrupted in schools		
4.	Teachers abandon schools		
5.	Death of parents		
6.	Leads to shortage of teachers in schools		

Section B: Challenges of cattle rustling on boy child participation to education

8. Have you seen the following happen to your fellow pupils due to cattle rustling?

No.	Challenges	Yes	No
	Boys forced to cattle rustling to provide for families		
	Children fear being attacked at school		
	Families become poor and withdraw pupils from school		
	Schools are destroyed and children have no classes		
	Parents die and no one supports pupils		
	Teachers are not found in school to assist pupils		

**Thank you**

## APPENDIX V: AUTHORIZATION LETTER



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,  
2241349, 3310571, 2219420  
Fax: +254-20-318245, 318249  
Email: dg@nacosti.go.ke  
Website: www.nacosti.go.ke  
when replying please quote

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

Ref. No.  
**NACOSTI/P/16/28276/11127**

Date:

**15<sup>th</sup> June, 2016**

Moses Emuria Ebongon  
University of Nairobi  
P.O. Box 30197-00100  
**NAIROBI.**

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

Following your application for authority to carry out research on "*Effects of cattle rustling on boy-child participation in primary education in public school in Turkana South Constituency, Kenya*," I am pleased to inform you that you have been authorized to undertake research in **Turkana County** for the period ending **13<sup>th</sup> June, 2017**.

You are advised to report to **the County Commissioner and the County Director of Education, Turkana County** before embarking on the research project.

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

  
**DR. STEPHEN K. KIBIRU, PhD.**  
**FOR: DIRECTOR-GENERAL/CEO**

Copy to: -

The County Commissioner  
Turkana County.

The County Director of Education  
Turkana County.



## APPENDIX VI: RESEARCH PERMIT

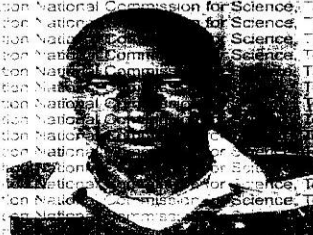
**THIS IS TO CERTIFY THAT:**  
**MR. MOSES EMURIA EBONGON**  
**of UNIVERSITY OF NAIROBI, 65-30500**  
**lodwar, has been permitted to conduct**  
**research in Turkana County**

**on the topic: 'EFFECTS OF CATTLE**  
**RUSTLING ON BOY-CHILD**  
**PARTICIPATION IN PRIMARY EDUCATION**  
**IN PUBLIC SCHOOL IN TURKANA SOUTH**  
**CONSTITUENCY, KENYA.**

**for the period ending:**  
**13th June, 2017**

**Applicant's**  
**Signature**

**Permit No : NACOSTI/P/16/28276/11127**  
**Date Of Issue: 16th June, 2016**  
**Fee Received :Ksh 1000**



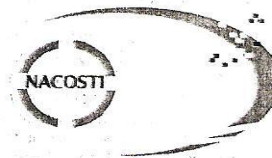
**Director General**  
**National Commission for Science,**  
**Technology & Innovation**

### 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/16/28276/11127**

**CONDITIONS: see back page**