

**CONFLICT-RELATED FACTORS INFLUENCING TEACHERS'
INVOLVEMENT IN PUBLIC SECONDARY SCHOOLS IN IJARA SUB-
COUNTY GARISSA COUNTY, KENYA**

Galma Kosar Kijiba

**Research Project Submitted In Partial Fulfillment for the Award of Master
of Education in Education in Emergencies**

University of Nairobi

2016

DECLARATION

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

Galma Kosar Kijiba

E55/67140/13

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

Dr. Caroline Ndirangu

Lecturer

Department of Educational Administration and planning

University of Nairobi

Dr. Rosemary Imonje

Lecturer

Department of Educational Administration and planning

University of Nairobi

DEDICATION

I dedicate this research work to my beloved wife, Jillo Wako Hapanna, my children, Bilal, Faiza , Kule and my late sister Isene Kijiba.

ACKNOWLEDGEMENT

In bringing this study to fruition, many individuals have contributed, foremost; my sincere appreciation goes to my supervisors Dr. Caroline Ndirangu and Dr. Rosemary Imonje for their unreserved guidance, support and mentorship during the programme, which has been invaluable to me in bringing this study to completion. My very deep and heartfelt appreciation is also expressed to my dear wife and children for their love, patience, unending support, presence and encouragement that has propelled me this far. Finally, I owe special thanks to all my relatives, my colleagues and course mates for their support and encouragement throughout the course.

Thank you all!

TABLE OF CONTENT

Content	Page
Title page	i
Declaration	ii
Dedication	iii
Acknowledgement	iv
Table of content	v
Acronyms and abbreviations.....	xii
Abstract.....	xiv

CHAPTER ONE

INTRODUCTION

1.1 Background to the study	1
1.2 Statement of the problem	9
1.3 Purpose of the study	11
1.4 Objectives of the study.....	11
1.6 Significance of the study.....	12
1.7 Limitations of the Study.....	12
1.8. Delimitations of the study	13
1.9. Assumptions of study.....	14
1.10. Definition of significant terms	14
1.11. Organization of the study.....	15

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction.....	17
2.2 Insecurity and teachers' involvement in public secondary schools	17
2.3 Cultural orientations and teachers involvement in public secondary schools .	19
2.4 Students' discipline and teachers' involvement in public secondary schools .	22
2.5 Parents level of education and teachers involvement in public secondary schools.....	27
2.6 Religious affiliations and teachers involvement in public secondary schools.	29
2.8. Theoretical framework.....	31
2.9. Conceptual framework.....	33

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction.....	35
3.2 Research design	35
3.3 Target population	35
3.4 Sample size and sampling technique	36
3.5 Research instruments	36
3.6 Validity of the instruments.....	37
3.7 Reliability of the instruments.....	38
3.8 Data collection procedure	39

3.9 Data analysis technique.....	40
----------------------------------	----

CHAPTERFOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction.....	41
4.2 Questionnaire return rate.....	41
4.3 Demographic information of the respondents.....	42
4.3.1 Demographic information of the principals, deputy principals and teachers.....	43
4.3.2 Demographic information of the Students.....	47
4.4 Influence of cultural orientations on teacher involvement in education in public secondary schools	48
4.5 Influence of students' discipline on teacher involvement in public secondary schools	54
4.6 Influence of parents' level of education on teacher involvement in education in public secondary schools	58
4.7 Influence of religious affiliations on teacher involvement in public secondary schools.....	61
4.8 Interventions made by school administrators to encourage teacher involvement in education.....	67

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction.....	68
5.2 Summary of study.....	68
5.3 Summary of findings.....	70
5.4 Conclusions.....	72
5.5 Recommendations.....	74
5.6. Suggestions for further research	75
REFERENCES.....	76

APPENDICES

Appendix 1: Letter of introduction	79
Appendix II: Principal's and deputy principal's questionnaire	80
Appendix III: Teachers' questionnaire	87
Appendix IV: Students' questionnaire.....	92
Appendix V: Research clearance permit.....	96
Appendix VI: Research authorization.....	97

LIST OF TABLES

Table	Page
Table 4.1: Questionnaire return rate	41
Table 4.2: Gender of the Principals, deputy principals and teachers.....	43
Table 4.3: Age distribution of principals, D/principals and teachers.	44
Table 4.4: Duration of service principals, D/principals and teachers in their respective schools	45
Table 4.5: Academic qualifications of the Principals, deputy principals and teachers	46
Table 4.6: Students' gender.....	47
Table 4.7: Students' Age.....	48
Table 4.8: Income for the family	49
Table 4.9: Extent of influence of cultural orientations to teaching and learning in secondary schools according to the students	50
Table 4.10: Cultural factors influencing teachers' involvement in education according to the teachers.....	51
Table 4.11: Cultural factors that influencing teachers' involvement in education according to the students.....	52
Table 4.12: Discipline ratings of school.	54
Table 4.13: Standard of discipline and influence on teachers' involvement in education	55

Table 4.14: Extent to which parents influence students discipline schools	
according to teachers, principals and D/principals	56
Table 4.15: Role of parents in participating in school activities	60
Table 4.16 Teachers' responses on the influence of religious affiliations on	
teacher involvement in education	63
Table 4.17 Students' responses on the influence of religious affiliations on teacher	
involvement in education	65

LIST OF FIGURES

Figure	Page
Figure 2.1: Conceptual framework for the study	33
Figure. 4.1 Influence of parents' level of education on teacher involvement in education	58
Figure 4.2: Influence of religious affiliations on teacher involvement in education	62

ACRONYMS AND ABBREVIATIONS

APA	American Psychological Association
BOM	Board of management
CDC	Centre for Disease Control and Prevention
CEART	Committee of Experts on the Application of the Recommendation concerning the Status of Teachers
EFA	Education for All
ICG	International Crisis Group
IDMC	Internal Displacement Monitoring Centre
IASC	Inter-Agency Standing Committee
IDPs	Internally displaced persons
IES	Institute of Education and Science
KCSE	Kenya Certificate of Secondary Education
KNCHCR	Kenya National Commission on Human Rights
LRA	Lord Resistant Army
NACOSTI	National Commission for Science, Technology and Innovation
OECD	Organization for Economic Co-operation and Development
PTA	Parents Teachers Association
QUASO	Quality Assurance and Standard Officers
SCDE	Sub-County Director of Education
SPSS	Statistical Package for Social Sciences

TSC	Teachers Service Commission
TVET	Technical and vocational education and training
UK	United Kingdom
UNESCO	United Nations Economic Social and Cultural Organization
US	United States

ABSTRACT

Since independence, the Kenya government has remained committed to improve the quality of education. The focus is to develop education policy and legal framework to allow for accessible, efficient, effective and quality education for all children by the year 2015. However, this has not been feasible in many parts of the republic due to insecurity and conflict-related factors such as cultural orientations, students' indiscipline, parents' level of education and religious affiliations that have negatively affected teacher participation education and denied children their rights to quality education. The aim of this study was to find out the extent to which the conflict-related factors named influenced teachers' involvement contextualized to public secondary schools in Ijara district within Garissa County. Descriptive survey design was employed for this study and the target population involved is head teachers and their deputies, teaching staff and learners in Ijara district within Garissa County. The sample comprised 715 respondents comprising 666 students, 41 teachers and 4 principals and 4 deputy principals. The major research instrument used was questionnaires to gather data from principals, deputy principals, teachers and students. Document analysis was done to obtain tabulated data from relevant sources. Data was coded, entered into SPSS and analyzed thematically. Analyzed data was presented using histograms, tables and charts. Through data analysis, the study found that, some of the cultural orientations influencing teacher's involvement in education include gender related issues (61.11%), nomadic lifestyle (86.11%), use of local language (80.56%), and community beliefs (52.76%) and early marriages (47.22%). The study also established that indiscipline among students greatly influenced teacher involvement in education, as attested by 94.44% of teachers, and 100% of the principals. On the influence of parents' level of education on teacher's involvement in education, 100% of principals and deputy principals, 80.56% of teachers and 94.24% of the students were in agreement that it indeed played a great deal of influence. 80.6 % of teachers and 24.48 %t and students also affirmed that religious intolerance affected the participation of teachers in education. Based on research findings, the study recommended maintenance of regional balance in admission of students and hiring of teachers, and involvement of parents, local administration and other stakeholders in education matters. The study suggested further research on the influence of cultural practices on the participation of the girl-child in education in public secondary schools.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Teachers, as the key education practitioners of teaching, are pivotal players in nearly all formal instructional systems (Borko, 2004). Thus, According (Driel, Beijaard, & Verloop, 2001; Fishman & Davis, 2006) the teaching fraternity are seen as the single most determining factor” in educational innovations. Teaching is regarded a challenging and sometimes an overwhelming task , beside their actual classroom instruction and responsibilities , teachers are also required to prepare essential curriculum tools like schemes of work, lesson plans, and carry out other various administrative assignments (Sage, 1987).

Teaching as a profession placed a lot of expectations and tasks on teacher’ shoulders hence much demand from the individual learners, parents, administrators, government and society at large. According to (Figone, 1994; O’Connor & MacDonald, 2002) other than the teacher several parties determine learning in school among them the school itself, state and federal government, and even sometimes by other teachers. Teachers play bigger roles in determining students’ achievement more than any other stake holders in education. This can only be realized if they operate in a favourable environment that provides stimulants to perform in order achieve effective, efficient, accessible and quality education for all by 2015. Many researchers (Hirsch et al., 2006: Hirsch& Church,

2009) argued that teachers working conditions affect teaching quality. Additionally studies in North Carol in a working conditions survey revealed in the situations where teachers took a center stage in making decisions higher level of performance was realized (Hirsch& Church, 2009). In order to realize this, school administrators and managers should promote a conducive working environment where there is a mutual trust between teachers and them prevails. School administrators and managers play a critical component in providing an enabling working environment hence they should strive to achieve this by leading by example (Leech & Fulton, 2008).

Teachers should be integral part of curricular and extracurricular activities so that they can build relationships both inside the classroom and outside of the classroom that foster communication and trust (Fredrick's, 2011). Teacher involvement in education goes beyond classroom engagement with students. It is include recognizing parents as integral to their learning, sharing on the academic progress of their learners or students also responsible for student discipline.

The relationships that teachers create with their students and the way they interact with them influences directly on the quality of instruction (Ping, 2013).Many elementary school teachers are involved in school-related extracurricular activities at their school site, extend, and build their relationships with students through these types of activities School programs are both academic and nonacademic

extra-curricular activities such as clubs, sports, and recess and lunch activities. It is important for teachers to have relationships with their students in which they can connect and get to know about their students' lives and interests in and out of school. Through these relationships, they can also understand how their students learn best, break down barriers, and transfer learning to their everyday lives. One way of building and extending this relationship is through involvement in school-related extracurricular activities. (Fredrick's, 2011). Student involvements in non-curricular programs outside normal school activities are equally important to their development. (Fredrick's, 2011). School-related extracurricular programs can also be academic in nature. Teacher involvement in these types of programs, and in particular a math program, can provide expanded learning opportunities for struggling students and allow classroom teachers to gain more strategies and activities to use regularly in their classroom (Sherman & Catapano, 2011).

Teachers can also get to know their students better, find out their interests and incorporate these interests into learning in the classroom to make learning even more engaging and relative to their students' lives. Students will also understand that learning can take place outside of the classroom and the interactions that they have with their teachers can help them to see their teacher in a different role other than as their classroom teacher. It further gives students and teachers more opportunities to interact with each other, and even interact with students from other classes and grade levels. The more time that is spent getting to know

students will benefit both teachers and students in regards to engagement, academic achievement, and teacher-student relationships. Becoming involved in school related extracurricular activities also allows teachers and students to foster a sense of community at their school, within, and across different grade levels (Fredrick's, 2011).

In order to achieve quality teaching to take to promote students' academic achievement, a stimulating teaching and learning environment should be guaranteed (Hirsch et al., 2006). Improved working conditions make teachers motivated and empowered thus better students' performance (Anderson, 2004). Recognizing teachers' efforts and valuing their work makes teachers employed and motivated to go extra miles in their delivery. This is a critical component of a suitable working environment for empowering teachers. Martin, Crossland, & Johnson (2001) argued that, teacher empowerment creates a positive learning environment. In favor of this view, Hirsch et al. (2006) also argued that teachers working conditions are important to promote to student learning, though are sometimes overlooked. According to (Putnam and Borko, 20004) teacher's will only grow in their profession if a positive learning and teaching environments are provided and that staff developers are central in creating favorable learning environments for teacher learning.

Inside the classroom environment determines dictate on the actual role of classroom instruction and lesson presentation given by the teacher. The way a classroom environment is managed will dictate teacher's expression for the children and by extension how he/she holds the expressions. The appearance of a classroom environment can be an over-stimulating or the most conducive for teacher. The most conducive classroom stimulates learning where children explore various kind of learning.(Skinner, 2006). With the support of the school leadership teachers can arouse interests in their learners offering learning experiences that can encourage creativity in their classes. This is a clear evident of invaluable role played by the school leaders in building and promoting stimulating teaching and learning environments. This can be achieved by recognizing and rewarding learners' and teachers' efforts. School leaders' effort to provide resources and promoting stimulating environments encourages creative endeavors and lifelong learning outcomes. Most importantly is for the school leaders to lead by example!!(Morris, 2006).

Among the conflict-related factors, that influenced teachers' involvement and participation in public secondary schools discussed in this project are cultural orientations and religious affiliations. In the global perspective, education is mainly viewed as a vehicle through which national unity can be achieved. In the 21st century, education was identified to achieve four important pillars (Delors etal. 1996). These pillars are: Education to enable an individual to understand,

live and cope with complex world realities, education to enable an individual to acquire relevant knowledge and skills in order to participate in the development of economy from the society level to global economy, education to enable an individual to develop to full potential interacting with others irrespective of their ethnic group, religious affiliations, regional or national boundaries and diverse culture and learning to enable individuals and societies to co-exist in peace and harmony without conflict. In line with these pillars, every nation and governments should develop school curriculum that promote both individual and society development at local, regional, national and global spheres, to realized education as a vehicle through which nations live in unity and harmony. (Bauer et al.,2011;UNESCO2011).

Other conflict-related factors, that influenced teachers' involvement and participation in public secondary schools discussed in this project are students discipline and parents' level of education hence the need to involve parents to promote teacher involvement. Evidence of involving parents in student education as a whole and particularly in their children's literacy activity has invaluable benefits. From the research done parents' engagement in their children's education has shown it having positive effects on the achievement of students' at school (Fan & Chen, 2001) both at primary and secondary levels (Feinstein&Symons,1999), this has been seen translating into better academic performance, higher cognitive competence, improved problem-solving skills,

learners enjoying school, better school attendance and improved discipline at school (Melhuish,Sylva,Sammonsetal.,2001). From the research studies done parents involvement has been evidenced to promote children's social and emotional development (Allen&Daly,2002), including proper adjustment to life stress, more satisfaction in life, greater self-esteem and self- control, greater social adjustment, improved mental health, positive peer interactions, more tolerance, more successful marriages, and lower defiant behaviors' (Desforges &Abouchaar,2003).

According to Education International (2009) on global report violence against teachers, attacks on schools is on rising. These violent attacks against schools are perpetuated by so many actors which include school authorities and even parents. According to the report (Education International 2009), globally teachers are increasingly vulnerable these forms of violence. Violent attacks in schools take difference forms ranging from teacher victimization to vandalism where school properties and premises are destroyed (American Psychological Association, 2011). When analyzing violence in schools at global sphere, forms of school violence differ in their forms and levels in different nations (American Psychological Association, 2011). For instance in South Africa bullying was found to be an issue in high schools (Townsend, Fisher, Chikobvu, Lombard and King (2008).

Considering impacts of violence and conflicts in school at regional level, for example in South Sudan, conflict has been reported to have led to closure of many learning institutions such as primary and secondary schools and universities interrupting learning. Considering effects of conflict in Uganda, conflict International Crisis Group (ICG), 2007 have reported a large number of the people (over 90% of the population) displaced which eventually interrupted school term dates with schools remaining closed. On the same path, in June 2006 another huge number of people (1.8 million) were reported to have been displaced due to conflict across Northern Uganda (Internal Displacement Monitoring Centre (IDMC), 2009). This was found to have undermined quality of education, as invaluable time is lost.

According to the report from the Kenya National Commission on Human Rights (KNCHR) (An occasional report (2010 – 2014), Nationally, the problem of Kenyan insecurity is multifacet including bomb blast (1998), Mungiki killings, Post-election violence, problem of cattle rustling among pastoralism and the currently killings by Al shaabab. Of late insecurity has been the biggest headache to the government and entire society. From the KNCHR, an occasional report, (2010 – 2014) in human beings, security has been identified to be an important factor in the life of human beings that determine the development and prosperity of any nation on earth.

According to the report from the Kenya National Commission on Human Rights (KNCHR, an occasional report, (2010 – 2014), an inter-ethnic conflict in the Tana-River (2012), was reported taking place just at the time when the students were to report for their final term of the year. Coincidentally, it is in the same school calendar when candidates both at primary and secondary levels were expected take the Kenya Certificate for Primary Education and Kenya Certificate for Secondary Education national examinations respectively. From the report un-estimated destruction of school properties occurred. In other localities, schools such as Kilelengwani Primary School and Semikaro Primary school became operational centers for General Service Unit officers. Overall nine primary schools and one secondary school were confirmed to be severely affected. In the event of the violence, several learners got displaced with their learning interrupted and also at least one teacher was reported killed (KNCHR, an occasional report, (2010 – 2014). Among the conflict-related factors influencing teachers' involvement and participation in Ijara district's public secondary schools in, Garissa County, Kenya discussed in this project are: cultural orientations, students' discipline, parents' level of education and religious affiliations.

1.2 Statement of the problem

Since independence, the Kenya government has remained committed to improve the quality of education. This is evident from all major policy and strategic developments in the Kenya's education sector. The focus is to develop education

policy and legal framework to allow for accessible, efficient, effective and quality education for all children by the year 2015. Due to the prevailing insecurity in the country, the rights to education severely compromised because teachers could not freely operate in some areas. In extreme circumstances as was the case Tana-River, Turkana, Baringo and Mandera, a number of teachers lost their lives due to insecurity. Similarly, a number of school-going children were denied their right to education because the environment was too volatile and risky for them to go back to school or because their schools had been destroyed or damaged because of violence, which in turn affected extent of teacher involvement and participation. (KNCHR an occasional report, 2010 – 2014)

This project examined the influence of conflict-related factors on teacher involvement in public secondary education within Garissa County as general, and Ijara sub-county in particular. Due to the general insecurity state across all the three counties (Garissa, Wajir and Mandera) in Northeastern region of Kenya and the attacked (Dec, 2014) from the Islamist group Al-Shabaab killing 28 people, mostly teachers, many teachers kept away from the region the following term. This paralysis learning putting the education at stake. In the second term 2015, the Teachers Service Commission (TSC) estimated 401 teachers from primary and secondary schools did not report for duties (TSC website). This is clear evidence that schools suffer a serious teacher shortage across, affecting their full involvement and participation in education matters

1.3 Purpose of the study

The study was purported to determine how conflict-related factors can influence teachers' involvement in public secondary schools in Ijara district, Garissa County.

1.4 Objectives of the study

The Objectives of the study were to:

- i. Examine how cultural orientations influenced teachers' involvement in public secondary schools in Ijara Sub-County, Garissa County.
- ii. Establish how students' discipline influences teachers' involvement in public secondary schools in Ijara Sub-County, Garissa County.
- iii. To determine the influence of parents' level of education on teachers' involvement public secondary schools in Ijara Sub-County, Garissa County.
- iv. To determine how religious affiliations influence teachers' involvement public secondary schools in Ijara Sub-County, Garissa County.

1.5 Research questions

The following research questions have been formulated to guide the study:-

- i. How does cultural orientation influence teachers' involvement in public secondary schools in Ijara sub-County, Garissa County, Kenya?

- ii. How does students' discipline influence teachers' involvement in public secondary schools in Ijara Sub-County, Garissa County, Kenya?
- iii. How does the parents' level of education influence teachers' involvement in public secondary schools in Ijara Sub-County, Garissa County, Kenya?
- iv. How do the religious affiliations influence teachers' involvement in public secondary schools in Ijara Sub-County, Garissa County, Kenya?

1.6 Significance of the study

The study is of significant in that it will give recommendations to the education institutions and the educators like the Quality Assurance and Standard Officers (QUASOs) to sensitize teachers on how to adjust to hindrances and have a positive attitude towards involvement in education no matter what. Finally, the results of the study may add to the existing knowledge on conflict-related factors affecting teachers involvement and participation in education in general and especially so pronounced in Northern Kenya particularly North Eastern Counties (Garissa, Wajir and Mandera) in secondary education.

1.7 Limitations of the Study

Limitations are the conditions that the researcher has no control over that may influenced the findings of the study and on its application (Best and Kahn, 1998). Two limitations were encountered in the course of the study. First, Ijara is a remote vast Sub-county with poor road infrastructure and with scattered

secondary schools that are hundreds of miles apart. This limited the study in terms of the distances travelled, time, finance, accessibility and other logistical requirements that may constrain the study during data collection. Secondly, the Nomadic lifestyles in the predominantly pastoralist region, as well as a harsh climate coupled with the general fees problem were factors that limited access to data. This further limited the findings only to those who were available at the time of data collection.

1.8. Delimitations of the study

Delimitations are boundaries of the study (Mugenda and Mugenda,1999). The study had two delimitations. First, the study was delimited to public secondary schools in Ijara Sub-County using samples of students, teachers, deputy principals and principals in each school. Because of time and other constraints private secondary schools other than public secondary schools, Schools' Board of Management (BOM) , Parents' Teacher Associations' were also not included in the sample of respondents. Secondly, because of time and financial constraints, the study was delimited only to the influence of cultural orientations, students' discipline, religious affiliations and parents' level of education on teachers' involvement in secondary education. Factors like students' entry behaviors, hardship due to geographical localities of the school that equally influence teachers' involvement were not investigated by the study.

1.9. Assumptions of study

This research study was based on the following assumptions:-

- i. All the respondents who participated in the study cooperated and were honest in their responses.
- ii. That conflict-related factor like cultural orientations, students' discipline, parents' level of education and religious affiliations influenced teachers' involvement in secondary education.
- iii. That all the teachers were involved in secondary school education under same environmental factors.

1.10. Definition of significant terms

Cultural orientations- in the context of this study it refers to how people's thoughts, feelings or attitudes are shaped by the aspects of culture and societies.

Insecurity- in the context of this study it refers to the pain, fear or suffering as a result of factors such as cultural orientations, Religious affiliation etc.

Parental involvement in school- in the context of this study it is the actual parent involvement in all school activities and programs.

Parents' level of education- in the context of this study it refers to parents' educational attainment level (primary, secondary and tertiary education).

Religious affiliation- in the context of this study, it is the association of an individual or group of individuals with certain religious sect or faith.

Students' discipline- in the context of this study it is the expected behaviors by a teacher toward a student based on school policies, educational norms, school traditions, etc.

Teacher involvement- is the participation of a teacher in every aspect of students' education and development during school life, including: Supporting parents as integral to their learning, discussing on students' education, health, also responsible for student discipline.

1.11. Organization of the study

The study was organized into five chapters. The first chapter comprised of background to the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, limitations of the study, delimitations of the study, assumption of the study, theoretical framework, conceptual framework, definitions of operational terms and organizations of the study. The second chapter is on the review of related literature. Chapter three focused on research methodology: The research methodology is divided into sub-sections which focused on: research design, target population, sampling size and sampling technique, research instrument, validity and reliability of the research instruments, data collection procedure and

data analysis technique. The fourth chapter focused on data analysis and interpretation. Chapter five is on summary of study, conclusion and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter is organized to include the findings of past researchers and how various scholars have looked at the conflict-related factors influencing teachers' involvement in secondary schools. Some of the issues addressed included; personal security, influence of cultural orientations, students discipline, parents' level of education and religious affiliations. The theoretical and conceptual framework of the study is also represented here.

2.2 Insecurity and teachers' involvement in public secondary schools

According to Education International (2009) on global report violence against teachers, attacks on teachers, attacks on schools is on rising. These violent attacks against schools are perpetuated by so many actors which include school authorities and even parents. According to the report (Education International 2009), globally teachers are increasingly vulnerable these forms of violence. Violent attacks in schools take difference forms ranging from teacher victimization to vandalism where school properties and premises are destroyed (American Psychological Association, 2011). When analyzing violence in schools at global sphere, forms of school violence differ in their forms and levels in different nations (American Psychological Association, 2011). For instance in

South Africa bullying was found to be an issue in high schools (Townsend, Fisher, Chikobvu, Lombard and King (2008).

O'Malley's (2007) did an extensive research in different countries across the world found out that teacher and learners are increasing being targeted where some are raped, terrorized and even murdered. In his finding (O'Malley,2007), found that this forms of violence occur in ideological, political, ,some military, ethnic and religiously motivated attacks. Of these countries, (O'Malley, 2007), in Colombia, teachers are regularly harassed and murdered every year. In the view of violence against teachers in Colombia (Novelli, 2009) concluded that in Colombia are mostly targeted due to them championing the child's right to education. Gender based violence has been widely reported across the globe, reports indicated women in Islamic countries, Asia and pacific region considered most vulnerable.

Education International, 2009 claims that In Organization for Economic Co-operation and Development (OECD) and countries such as United has been reported. According to the Centre for Disease Control and Prevention (CDC) have reported violence on public schools in the US where 38% of public schools have been reported to police. In its 2007 report CDC confirmed reported cases of gangs in school by 23% of students. Across the world, reports indicated verbal and lower level physical abuse of teachers by students and parents is prevalent. According to

(Wilson, Douglas and Lyon, 2011), quiet a number of teachers (80%) were found to have experienced violence in their career at least 21 times in Canada. The report further indicated personal insults and name-calling were prevalent as reported by 23% of teachers.

Kenya National Commission on Human Rights (KNCHR) (an occasional report (2010 – 2014) has reported the following brief is the impact of insecurity on education in Baringo County: because of the insecurity and violent attacks, some schools have been vandalized. Ng’elecha and Kaptilomwo Early Childhood Development Centers have been reportedly vandalized and learning disrupted. Displaced teachers and children have been unable to attend school. Noskoru, Rugus, Ng’elecha and Mukutani Primary Schools have reported an estimated 8.6% decrease in school enrolment within the last three years. Some young boys of school going age drop out of school to help the community on security by arming themselves with bows and arrows to fight the attackers. Children have been exposed to violence including gunshots. The victims of these attacks are in need of urgent psychosocial support to assist them manage the trauma.

2.3 Cultural orientations and teachers involvement in public secondary schools

In the global perspective, education viewed as a vehicle through which nations live in unity and harmony. In the 21st century, education was identified to achieve

four important pillars (Delors etal. 1996). These pillars are: Education to enable an individual to understand, live and cope with complex world realities, education to enable an individual to acquire relevant knowledge and skills in order to participate in the development of economy from the society level to global economy, education to enable an individual to develop to full potential interacting with others irrespective of their ethnic group, religious affiliations, regional or national boundaries and diverse culture and learning to enable individuals and societies to co-exist in peace and harmony without conflict. In line with these pillars, every nation and governments should develop school curriculum that promote both individual and society development at local, regional, national and global spheres, to realized education as a vehicle through which nations live in unity and harmony. (Bauer etal.,2011;UNESCO2011).

The curriculum planners should develop school curricula with this view in mind in curriculum planning. According to the ministry education policy report (1996) disparities in education continue to exist among pastoralist communities due to their cultural where boy child is favored to girl child education. According to (Abuya/Onsomu/Moore 2014), old age cultural notions that educating boys has more value and returns over boys, and that boys present higher rate of success has resulted in gender gaps among some culturally conservative communities in Kenya. This means that special efforts need to be employed to minimize the influence of these factors on education and ensure both teachers and students full involved in the teaching learning process. From the results of the study done by

World Bank in the Sub-Saharan Africa (1988) girls were found not to perform well in school because most parents do not see the social benefits attached to girls' education.

Chege and Sifuna (2006) noted that patriarchal societies believed that patriarchal societies believed that boys take care of their parents when they grow older and viewed girls as being incorporated in their husband's family once married hence of educating boys as compared to girls. In addition boys are also expected to inherit their parents' property hence are given maximum attention to prepare for these roles. The belief that girls success depends on their future husband has been used as an excuse not to educate girls (Maritim, 1990). This reduces girls' interest and morale for education hence leading to poor performance of girls in schools. In order to change this notion, special efforts are needed to encourage girls' involvement and participation in education by creating an enabling environment. According to Maleche (1972), male prejudice is one of the cultural constrains to girls' education; a believe where education is viewed to make girls discontented, immoral and less willing to participate in challenging tasks. In the same light, cultural constrains limiting girls' education also reduces their aspirations for a better place in a society. The end result is poor performance of the girls.

According to Abdulahi (2005) report fathers prefers their daughters married off instead of paying fees for them. In addition, parents prefer boys in purchasing them core textbooks. Campbell (2004), view people as more to value activities traditionally perform by men than they value those done by women. Additionally, he claims that adults and children alike know that society appreciate girl who wants to be assertive or become a childcare work. “You act like a girl” is still an insult commonly hurled at any “good student” who is viewed too closely associated with girls. In this regard many boys want to be good students.

2.4 Students’ discipline and teachers’ involvement in public secondary schools

Discipline is a critical component that determines teachers’ performance during the implementation of the curriculum hence success of students’ academic performance. This means that for the school to achieve expected goals and aspirations discipline at school has to be standard. The Government has set up policies and the various sessional papers to ensure quality education, however learning institutions in Kenya have reported many cases of students’ unrest and indiscipline. This has derailed teachers’ performance and involvement during the implementation of curriculum undermining quality education as invaluable learning time is lost.

The case of indiscipline in schools is not limited to Kenya's education context. Globally, taking a center stage, cutting across different boundaries and dimension including: racial, ethnical, religious, political, economic, geographical, and even gender boundary. As outlined by The American Psychological Association (2011) from US Indicators from the National Center for Education (Dinkes, Cataldi, Lin-Kelly and Synder, 2008), teachers are victims threats and/or assaults by students. The reports state that 253,100 teachers (7 % of the teaching force) were threatened and/or assaulted by students. Additional reports further showed 7% of primary education teachers and 8% of secondary education have been victims of violence in schools (Dinkes et al., 2008). According to Institute of Education and Science (IES), 2009) students were verbally abusive to their middle and high school teachers as reported by 11% of school principals in the US. Around the world reports also indicated Cyber bullying of teachers by students.

Studies on school-related violence indicate the part played by context and environment. Tim and Eskell-Blockland (2011) did a research in South Africa on the "ecology" of the (student) bully in primary schools. Their study was to find out bullying in schools within violent community and political environments to contextualize the problem. They based their refer to Maree's research (2005, cited in Tim and Eskell-Blockland, 2011), that included bullying in schools as component of the spiraling community and political violence in South Africa where communities are under-resourced. Among the parties involved in the

environment of the bullies (social/ecological) in their in-depth study are the parents, relatives, teachers and other school personnel. The results showed that home-based not only lead to violence in school, but also that some teachers believe in using violence in the classroom. The exacerbation of bullying in schools can be as a result of the eroded status of educators' and low engagement or disengagement of parents from the school environment. According to Tim and Eskell-Blockland (2011) lack of voice from education stake holders is the reason for the exacerbation of bullying in schools: bullying is not seen as a problem by teachers, students and parents.

Violence in school specifically against teachers can best analyze by understanding school and community environments. In spite a large volume of research done in the area (APA, 2011) only a few writers (Kasen, Berenson, Cohen and Johnson, 2004; Kasen, Cohen and Brook, 1998; Kasen, Johnson and Cohen, 1990) have studied the school and community environments-related factors that can influence teacher victimization for individual in the US. Their conclusion is that if the teacher–student relations and classroom organization is poor incidents of aggression erupts and this could lead to violence against teachers. Because such violence in In the US differs violence against teachers elementary schools differs across classrooms, much emphasis is geared towards individual teacher characteristics and individual class organization. (e.g.by Henryetal.,2000; Kellam, Ling, Merisca, Brown and Lalongo,1998).

From their studies in the US Payne, Gottfredson and Gottfredson (2003) confirmed for the better understanding of violence against teachers: communal school organization, student bonding and neighborhood characteristics are key elements: the lower communal school organization with less support, no collaborative interactions and no common norms or goals were shared between teachers and students is the higher the incidences of teacher victimization and violence against teachers. Additionally, in schools located in poor communities or disenfranchised minorities, such as African Americans and where there is high index of residential crowding teacher victimization was found to be higher.

In the United Arab Emirates (KhaleejTimes,2006), teaching methods employed by teachers were found to be the single major cause for the rising cases of students' indiscipline. This has been a major concern for parents due to the rising violence in schools. Students' indiscipline is multifaceted, including, commotions, disturbances, class boycotts, neglecting to do assignments, mass indiscipline, riots and violent strikes that may lead to rape, death, and destruction of school premises. In addition to causing students' poor academic achievement, it also keeps off others group who develop phobia for boarding schools.

According to Onyechi and Okere (2007) the commonly exhibited forms of deviant behaviors in the classroom are: walking out on the teacher, making noise, sleeping in class, pinching others, aggression, vandalism of properties, lying,

truancy, irresponsibility, cheating in exams, immorality, use of drugs, cultism and examination malpractice. General incidences of indiscipline reported in schools include being violent to teachers and other students, use of drugs, stealing, committing school assault to staff and making terrorist threats against the school authority Clarke (2002). From his study in Kenya, Nyaga (2004) claimed that indiscipline symptoms exhibited by students are: aggression, shyness, suspicion, bullying, cruelty, cheating as in exams, missing lessons, chronic absenteeism, stealing, boisterousness and all other forms of disorderliness. From the report on the Presidential Committee on Students Unrest and Indiscipline in Kenya Secondary Schools (1991), students unrest and indiscipline can be manifested in the following ways: absenteeism, rudeness and disrespect, abuse of drugs and alcohol taking, non-adherence to rules and regulations, vandalism of property, students bullying, boycotting, students riots, assault and indecent behavior for like rape. Overall indiscipline affects negatively the achievement of the schools desired goals and aspirations

Parents play role in shaping their children through guidance and counseling in the whole process of socializing children at family level. Okpako (2004) asserts good parenting is pivotal in shaping their children's to develop positive attitudes to fit in the society. Parents are solely responsible for defiance and socially unacceptable social behaviors in adolescence. He identifies some factors that formed the basis of good parenting: provision of education, constant and

consistent communication and control. On the other hand Darling (2007) identified; harshness, poor parental affection, non-committal, poor control as being features of poor parenting. Parents do contribute to students' indiscipline by being bad role models and by avoiding parental responsibilities such as teaching the children good behavior. This could be one of the sources of students' indiscipline in schools.

2.5 Parents level of education and teachers involvement in public secondary schools

Parental involvement is another factor influencing teacher participation hence overall performance in delivery. This can be achieved through teacher communicating about students' progress to parents. This can be achieved through writing on newsletter, make a direct phone call or write a text concerning school programs. From the research done parents' engagement in their children's education has shown it having positive effects on the achievement of students' at school (Fan & Chen, 2001) both at primary and secondary levels (Feinstein & Symons, 1999), this has been seen translating into better academic performance, higher cognitive competence, improved problem-solving skills, learners enjoying school, better school attendance and improved discipline at school (Melhuish, Sylva, Sammons et al., 2001).

From the research studies done parents involvement has been evidenced to promote children's social and emotional development (Allen&Daly,2002), including proper adjustment to life stress, more satisfaction in life, greater self-esteem and self- control, greater social adjustment, improved mental health, positive peer interactions, more tolerance, more successful marriages, and lower defiant behaviors' (Desforges &Abouchaar,2003).

Teacher-family communication on students' engagement can be shown through indicators such as by homework completion rates, students' level of discipline, class attendance and class participation. Many studies done confirmed that a higher level of parental involvement in students' education is vital for effective classroom instruction (Wang & Holcombe, 2010).

From the studies on socio-economic status and condition of schooling in secondary schools Kenya, the Southern and Eastern African Consortium for Monitoring Educational Quality (SACMEQ, 2005) found that students from poorer homes tend to come from localities where educational levels of parents are low. This showed that students' academic performance is greatly influenced by parents' educational level and parents' occupation. In view of this Tuppen (1981) carried out a study to establish the relationships between the fathers educational attainment and occupation and students' achievement in school, He found out that those students whose fathers never went to school perform poorly

as compared to the ones whose fathers had some schooling. From the study it was concluded that father's level of education and occupation and students achievement have positive correlation. Additionally, the level of performance in school is greatly affected by social influence, of communities around schools. According to Eshiwani (1983) and Morris (1972) the family or the community in which the child grows and lives has more influence the type of learning experiences than school. Therefore, it can be concluded educated parents provides an stimulating and conducive environment for learning at home through provision such as course books, ample rooms for studying, instilling discipline, assist in homework and even career guidance.

2.6 Religious affiliations and teachers involvement in public secondary schools

On Internet fora, anti-Semitism continued to be a fact across the Europe, as observed in soccer stadiums, and through Nazi-like salutes, causing many individuals of Jewish origin to hide their religious identity. In some parts of Europe nations rising anti-Semitism and anti-Muslim sentiment showed that intolerance is not limited to countries in active conflict. From survey conducted on anti-Semitism by The European Union's Fundamental Rights Agency (FRA) among Jews in eight member states (Belgium, France, Germany, Hungary, Italy, Latvia, Sweden and United Kingdom), indicated that due to anti-Semitism, in

some countries as many as 48 percent of the local Jewish population had considered emigrating. .

In Kenya, the predominant religion is Christianity, with followers of an estimated 82.6% of the total population. This is followed with Islam practiced by an estimated 11.1% of the total population. Baha'i, Hinduism and traditional religions are other faiths practiced in Kenya. Besides the rich and diverse cultures the religious subscriptions do not display the distinctions between the 42 cultures in Kenya. According to Darnell & Sherkat, 1997; Sherkat & Darnell 1999; Glass & Jacobs 2005) results from longitudinal research indicated that sectarian religious affiliation and biblical fundamentalism have been found to negatively influenced educational achievement especially on women. In the same perspective, according to some religious beliefs women are expected to get married early, give birth to many kids and take care of children. (Roof & McKinney 1987; Sherkat 2007).

2.7 Summary of the literature review

The literature review had identified a number of conflict-related factors influencing teachers' involvement and participation in secondary education. The chapter traced the path offering a historical review looking at the past, the chapter discussed from the global, regional, national and regional in order to understand the background to the current situation. In this chapter, many conflict-related

factors influencing teachers' involvement in public secondary school education in Kenya and other countries have been discussed. This research was meant to investigate the following conflict-related factors influencing teachers' involvement in public secondary schools in Ijara Sub-County, Garissa County, Kenya. The factors discussed included cultural orientation, students' discipline, parents' level of education, and religious affiliations

Several studies have indicated many conflict-related factors influencing teachers' involvement in both public primary and secondary schools but with little emphasis on cultural orientations, parental level of education and religious affiliations. The gap here arose in due to context of these studies being carried out in emergency settings and in countries with unstable government. In addition, on the ways that can identify these factors in the context of the area of the study, available literatures are limited in scope. This study is therefore, directed to establish these missing links by studying the addressing of the following conflict-related factors in influencing teachers' involvement in public secondary schools in Ijara Sub-County, Garissa County, Kenya: cultural orientation, students' discipline, parents' level of education, and religious affiliations.

2.8. Theoretical framework

The study was based on the Social Learning Theory as stated by Lev Vygotsky (1962).The theory demonstrate how social contexts (learn from each other) in

which learning occurs can impacts on the way people can learn. The theory also informs and guide teachers, creates active learning communities. People can learn from each other in way they communicate as they interact (Lev Vygotsky ,1962). From his study, Vygotsky (1962), to establish the relationship between the context of the environment and the actual learning process, he argued that learners has to interact with their peers, parents teachers and other knowledgeable persons within their learning environment for any meaningful learning to occur. In order for learning to take place through interactions.

In his perspective, Vygotsky asserts that learning cannot be excluded from social settings in which it occurs. This means that social and cultural contexts shape learning and development. However, historical conditions are dynamic as they constantly change, creating new contexts and opportunities for learning. This theory is applicable to the study in that in areas wherein minorities experience discrimination, inequalities in the access to such state resources as education, hence ethnic conflict is more likely and serves to mobilize an ethnicity's members. As a result conflict may arise emanating from the existing ethnic tensions. These tensions can lead to adverse effects on schools eventually influencing teachers' involvement in education.

The overall implication of Vygotsky's Theory is that learning cannot be excluded from social settings in which it occurs. This means that social and

cultural contexts shape learning and development. However, in adopting Vygotsky's theory the researcher is aware of its limitations that the social contexts are not always fixed and constantly changing, creating new contexts and opportunities for learning and the consequence in which needs arise may differ from one setting to another. This increases the potential of the conflict escalating from the changing conditions. These tensions can lead to adverse effects on schools eventually influencing teachers' involvement in education

2.9. Conceptual framework

A conceptual framework is a diagrammatical representation that is used to describe the phenomenon under study (Mugenda and Mugenda 2003). Below is the conceptual framework for the study.

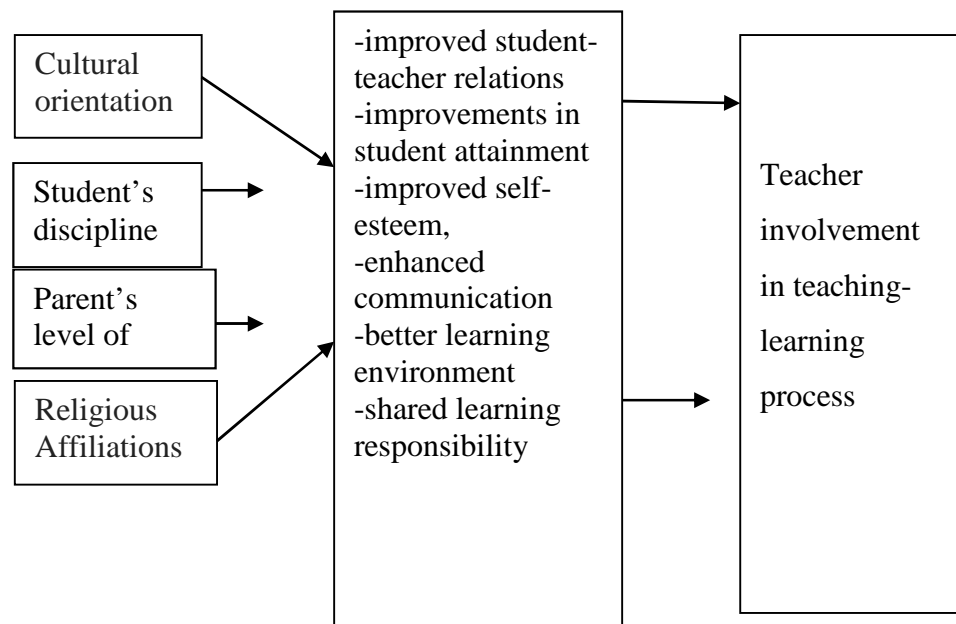


Figure 2.1: Influenced of conflict-related factors on teachers' involvement in secondary schools as illustrated by conceptual framework

The conceptual framework depicted in Figure 2.1 shows that teachers' involvement in education in public secondary school is dependent (dependent variable) on cultural orientations, religious affiliations, parents' level of education and students discipline affecting (independent variables). The participation of teachers in education can be through classroom instruction where the actual teaching and learning takes place, or in administrative capacity, which involves overall management of the teaching-learning environment to ensure improved education standards. Proper coordination of all these processes will eventually result in improved student-teacher relations, improvements in student attainment in curricular and co-curricular activities, improved self-esteem, and enhanced communications between all education stakeholders, better learning environment, and shared learning responsibility

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The research methodology is divided into sub-sections which focused on:- research design, target population, sample size and sampling technique, research instruments, validity and reliability of the instruments, data collection procedure ,data analysis technique and ethical considerations.

3.2 Research design

The research adopted a survey design. This involved a method by which the researcher explored the used of questionnaires and document analysis in collecting from members of target (Mugenda and Mugenda 1999). The research design was found relevant to the study in that it enabled the researcher to collect data without manipulating any variables. The survey design enabled the researcher to summarize data in a meaningful and organized way to illustrate the existing relationship effectively.

3.3 Target population

A target population according to Cooper and Schindler (2006) referred to it as a population of interest from subject for the measurement is derived. The study targeted four public secondary schools thus, 4 Principals, 4 Deputy Principals, 41Teachers and 951 Students.

3.4 Sample size and sampling technique

A sample is the portion selected from the target population represents it. This means that a sample is a part of the target population carefully selected to represent the entire population (Best and Khan, 2004). According to Jwan (2010) 10-30% of the target population forms a representative sample. He concluded that 10-50% of the total target population forms a representative sample. The study picked all the four public secondary school. However, for this study, the researcher used 70% of students target population. This is 70% of 951 students, which are 666 students. For the principals and teachers the entire population was taken, that is, by census method because they form very small populations in order to achieve accuracy. This formed a total of 666 students, 41 teachers, 4 principals and 4 deputy principals. This gives 715 respondents.

3.5 Research instruments

Questionnaires and documents analysis were used for collecting data from the respondents in this study. Questionnaires were used to collect data from students, teachers, deputy principals and principals. Questionnaires were preferred because they were more efficient and requires less time. They were also less expensive and permitted collection of data from a wide population as suggested by Jwan (2010). Two types of question items were used in the questionnaire : closed ended questions and open-ended questions. Close-ended questions were used for getting specific information by providing the respondents will all possible

alternatives from which they select the answer that best describe their situations. The open-ended questions enabled the respondents to think beyond the scope of the researcher and hence the researcher will get information that is more useful.

The questionnaires contained 5 sections A, B, C, D and E arranged according to objectives of the study. Section A comprised of background information, section B collected information on the influence of cultural orientations on teachers' involvement in public secondary school, section C sought information on the influence of students' discipline on teachers' involvement in public secondary school, section D collected information on the influence of parents' level of education on teachers' involvement in public secondary school and E sought information on the influence of religious affiliations on teachers' involvement in public secondary school. Three sets of questionnaires were used and included questionnaire for the deputy principal and principal, questionnaire for the teachers and questionnaires for students. Document analysis was used to obtain data from relevant sources.

3.6 Validity of the instruments

The validity of the instrument represents the extent to which the instrument measures what it purports to measure. For the research instrument to be considered valid, the content selected and included in the questionnaire should be relevant to the variable being investigated (Mugenda and Mugenda, 2008). To test

the validity of the instruments the researcher carried out a pilot study in two schools in the neighboring Sub County that did not constitute the study targets but had identical characteristics to the sample. The questionnaires were then be issued to 20 teachers and 50 students. Through the pilot study, the researcher was able to determine ambiguities in the items. The items that failed to measure the variables intended were modified or even discarded altogether. Experts' advice was also sought from the supervisors and other lecturers in the department of educational administration and planning, who critically examined the items of the instruments and gave professional advice that formed the basis for the modifications and improvement of the questionnaires.

3.7 Reliability of the instruments

Reliability is a measure or the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda and Mugenda 1999). To test the reliability of the instruments, the researcher employed the test re-test during the pilot study. The researcher administered the questionnaires to 2 principals, 20 teachers and 20 students in neighboring Sub County that did not constitute the sample but had identical characteristics to the sample. After one week, the researcher again administered the same instruments to the same respondents. The test-retest method helped the researcher to test the reliability of the instruments and to perfect the questionnaire concepts and wording. It also helped the researcher to find out if the wordings are clear and if the respondents will interpret

all questions in the same way. The researcher used Spearman rank moment correlation formula to correlate the scores from both test periods to obtain the correlation coefficient. For a sample of size n , the n raw scores X_i, Y_i were converted to ranks, x_i, y_i , and ρ is computed from:

$$\rho = 1 - \frac{6 \sum d_i^2}{n(n^2 - 1)}.$$

$d_i = x_i - y_i$, is the difference between ranks. Identical values (rank ties or value duplicates) were assigned a rank equal to the average of their positions in the ascending order of the values. Spearman rank moment correlation establishes the extent to which instruments will be consistent in eliciting the same responses every time the instrument is administered (Jwan 2010). For this study, a correlation coefficient of 0.86 was obtained; A correlation coefficient of 0.8 implies that the instruments were highly reliable (Orodho ,1998).

3.8 Data collection procedure

The researcher sought permission from the National Commission for Science, Technology and Innovation (NACOSTI). The researcher then proceeded to seek authority from Sub-County Director of Education (SCDE), Ijara Sub County. After permission granted through an official letter from the NACOSTI, the research activity commenced. Permission to conduct the research in schools involved seeking permission from the respective principals. After the head teachers' consent, the study was then started immediately.

3.9 Data analysis technique

The research yielded both qualitative and quantitative data from the questionnaires and the interview respectively. Statistical Package for Social Sciences (SPSS) was used to process data obtained. Quantitative data was analyzed by use of descriptive statistics and then be presented in frequency tables using excel. Qualitative data was analyzed using content analysis based on respondents' information on the involvement of teachers in public secondary school in Ijara Sub County, Garissa County, Kenya. The qualitative data was presented thematically in line with the study objectives and research questions.

3.10 Ethical considerations

In adhering to the ethical issues, the research proposal was approved by the school of Education, University of Nairobi. The researcher sought permission from the NACOSTI, sub county directors of education and principals before commencing the study. The researcher also made sure that participants are informed of the study. Informed consent from the participants in the study was necessary so as to gain their trust and confidence in the objectives of the study which was purely academic in nature. The researcher ensured the confidentiality asking them not to write their names on the questionnaires. Observation and maintenance of confidentiality was vital, especially for participants who would like to remain anonymous for either official or personal reasons, for fear of reprisals or otherwise.

CHAPTERFOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter focused on the questionnaire response rate, demographic information of the respondents, presentation, and discussion of findings on the conflict-related factors influencing teachers' involvement in public secondary school education. The presentations and discussions were done based on the research questions, reviewed literature and emerging trends in findings.

4.2 Questionnaire return rate

Questionnaire return rate is the proportion of the sample that participated as intended in all the research procedures. Table 4.1 below shows a summary of the actual questionnaires administered, those returned, and their percentage return rate.

Table 4.1: Questionnaire return rate

Sample	Sample size	Questionnaires administered	Questionnaires returned	Questionnaire return rate (%)
Principals	4	4	4	100.0
D/ principals	4	4	4	100.0
Teachers	41	41	36	87.8
Students	666	666	625	93.8
Total	715	715	669	93.6

Table 4.1 represents high questionnaire return rate across all the sample groups. All the questionnaires administered to the principals and deputy principals were returned; representing a questionnaire return rate of 100.0 percent. Out of the 41 questionnaires administered to the teachers, only 36 (87.8%) were returned. For the students, 625 questionnaires out of 715 were returned; making a response rate of 93.8 percent. This gives an average questionnaire return rate of 93.6 percent which is consistent with Mugenda and Mugenda (2003) who suggested that for generalization a response rate of 50% is adequate for analysis, while a response rate of 70% and above is excellent for statistical reporting. The high questionnaire return rate was possible because the researcher administered the questionnaires in person through a drop-wait-and-collect method; whereby, the questionnaires were administered to the respondents, allowed some time to fill them, and picked immediately after they were dully filled.

4.3 Demographic information of the respondents

This section dealt with the bio data of the respondents; who were principals, deputy principals, teachers, and students in public secondary schools in Ijara Sub-County.

4.3.1 Demographic information of the principals, deputy principals and teachers.

To find out the demographic information of the principals, deputy principals and the teachers, they were asked to indicate their gender, age, highest academic qualifications, teaching experience and their experience in their current positions. Their responses are presented in the Tables below.

The principals, deputy principals and teachers were asked to indicate their gender. Table 4.2 shows the findings.

Table 4.2: Gender of the Principals, deputy principals and teachers

Principal		D/Principals		Teachers	
f	%		%	f	%
Male	4 100.0	4	100.0	34	94.4
Female	0 0.0	0	0.0	2	5.6
Total	4 100.0	4	100.0	36	100.0

Data in Table 4.2 indicate that all the principals and deputies are male and that there were more male teachers 34 (94.4% than females 2 (5.6%) in the schools.

The data shows that more males than females were involved in teaching in public schools. The phenomena represents the reality of the area where more males are educated than females. According to the ministry education policy report (1996)

disparities in education continue to exist among pastoralist communities due to their cultural where boy child is favored to girl child education. From the results of the study done by World Bank in the Sub-Saharan Africa (1988) girls were found not to perform well in school because most parents do not see the social benefits attached to girls' education. Therefore, this practice could be responsible for the low number of female teachers in the secondary schools in the county.

Age of the Principals, D/principals and teachers.

The distribution of these respondents by age is shown in Table 4.3.

Table 4.3: Age distribution of principals, D/principals and teachers.

	Principals		D/Principals		Teachers	
	Freq.	%	Freq.	%	Freq.	%
Below25 yrs	0	00.0	0	00.0	6	16.7
25 -- 35 yrs	2	50.0	1	25.0	24	66.7
36 -- 45 yrs	1	25.0	3	75.0	3	8.3
Above 45 yrs	1	25.0	0	0.0	3	8.3
Total	4	100.0	4	100.0	36	100.0

Information in Table 4.3 reveals that, half of the principals 2 (50.0%) were in the age bracket of 25 and 35yrs, 1 (25.0%) 36 to 45yrs and 1 (25.0%) above 45yrs. It also reveals that, 3(75.0%) of the D/principals were in the age bracket of 36 and

45yrs and 1 (25.0%) above 45yrs. It further shows that 6 (16.7%) of the teachers were below 25yrs, 24 (66.7%) in the age bracket of 25 to35 yrs, 3 (8.3%) were between 36and 45yrs and (8.3%) were above 45yrs of age. The data implies that majority of the teachers were relatively young and hence could be active in the running of schools.

Duration of service of principals, D/principals and teachers in their respective schools. The study also sought the length of time (in years), that the teachers, principals, and their deputies had served in their respective schools. Table 4.4 shows the findings.

Table 4.4: Duration of service principals, D/principals and teachers in their respective schools

	Principals		D/Principals		Teachers	
	Freq.	%	Freq.	%	Freq.	%
Less than 2years	2	50.0	3	75.0	18	50.0
3-5 years	0	0.0	0	0.0	6	16.7
5-10yrs	2	50.0	1	25.0	7	19.4
Above 10 years	0	0.0	0	0.0	5	13.9
Total	4	100.0	4	100.0	36	100.0

Table 4.4 above, shows that, half of teachers (50.0%) and principals (50.0%) and (75.0%) of the D/principals had been in their respective stations for a periods less than two years. Only 13.9 percent of the teachers and none of the principals and deputies had taught in the same school for more than ten years. This is a worrying trend, especially considering the perspective that, for meaningful learning to take place, the learner need as many contact hours as possible with the teacher.

Academic qualifications of the Principals, deputy principals and teachers

The researcher was also interested in identifying the academic qualifications of the Principals, deputy principals and the teachers. Table 4.5 below shows the response

Table 4.5: Academic qualifications of the Principals, deputy principals and teachers

	Principals		D/Principals		Teachers	
	Freq.	%	Freq.	%	Freq.	%
B.ED	4	100.0	4	100.0	16	44.4
Diploma in Edu.	0	0.0	0	0.0	2	5.6
BS	0	0.0	0	0.0	1	2.8
K.C.S.E	0	0.0	0	0.0	17	47.2
Total	4	100.0	4	100.0	36	100.0

The findings in Table 4.5 indicate that 24(5.5%) of the teachers including principals and their deputies had bachelor degree in education, 2(5.6%) had diploma of education 1 (19.4%) had B.S. Majority of the teachers 17(47.2%) had only attained form four certificate. This is a worrying trend, especially considering the perspective that, for meaningful learning to take place, the learner need as well-trained and qualified teachers.

4.3.2 Demographic information of the Students

The demographic information of the students was based on their gender and age.

The responses on the students' demographics in presented in the tables below.

The students were asked to indicate their gender. Table 4.6 shows the data.

Table 4.6 Students' gender.

	Freq.	%
Male	465	74.4
Female	160	25.6
Total	625	100.0

Table 4.6 indicate that 465 (74.4%) were male while 160 (25.6%) were female students. Gender gaps in education opportunities exist in the region due to cultural and religious factors. This translates to under representation of girls as compared to boys in schools.

The students were further asked to indicate their age. Table 4.7 shows the data.

Table 4.7 Students' Age

	Students	
	Freq.	%
Below 15 yrs	68	10.9
15 -- 17 yrs	436	69.8
18 -- 20 yrs	121	19.4
Total	625	100.0

Data in Table 4.7 indicate that 68 (10.9%) of the students were below 15 yrs, 436 (69.8%) were between the age of 15-17 yrs and 121 (19.4%) were aged between 18– 20 yrs.

4.4 Influence of cultural orientations on teacher involvement in education in public secondary schools

The first objective of this study was to establish the influence of cultural orientations on teachers' involvement in education. In so doing, the researcher first sought to determine the source of income to the families. Table 4.8 shows the data.

Table 4.8 Income for the family

	Freq.	%
Livestock	543	86.9
Farming.	7	1.1
Casuals	26	4.2
Salaried	49	7.8
Total	625	100.0

According to the responses obtained from the students in Table 4.8, majority of the students families 543 (89.6%) depended on livestock as the only source of income, 7(1.1%) practiced farming, 26 (4.2%) were casually employed while 49(7.8%) salaried (worked in the civil service). The fact that majority of the parents were herder implies that they could be affected by various challenges especially drought which could lead to great losses and hence parents may not be able to pay school fees for their children which could lead to students absenteeism affecting their performance hence extent of teachers involvement.

The researcher further sought the views of the students on the extent of influence of cultural orientations on teaching and learning in their respective schools. Their responses are shown by Table 4.9 below

Table 4.9 Extent of influence of cultural orientations to teaching and learning in secondary schools according to the students

Extent of influence	Frequency	Percentage
Very large extent	113	18.1
Large extent	278	44.5
Small extent	114	18.2
No extent	120	19.2
n=625		

From the Table 4.9, 44.5 percent of the students believe that, cultural orientations have largely affected the teaching learning process in their schools. Another 18.2 percent believe that the extent of influence was minimal, while 19.2 percent of them are of the opinion that, cultural orientations had no extent at all to teaching and learning in public secondary schools. The table below summarizes the ratings given by students on specific cultural factors that influence teachers' involvement in education.

Table 4.10 Cultural factors influencing teachers' involvement in education according to the teachers

Cultural Factors	Very great		Great Extent		Little Extent	
	Freq.	%	Freq.	%	Freq.	%
Gender issue	22	61.1	8	22.2	6	16.7
Nomadic lifestyle	31	86.1	5	13.9	-	-
Community beliefs	19	52.8	7	19.4	10	27.8
Early marriages	6	16.7	17	47.2	13	36.1
Local language	29	80.6	4	11.1	3	8.3

n=36

From Table 4.10, the cultural issues that extensively influence teacher involvement in education include; gender related issues (61.1%), nomadic lifestyle (86.1%), use of local language (80.6%), and community beliefs (52.8%) and early marriages (47.2%). According to the ministry education policy report (1996) disparities in education continue to exist among pastoralist communities due to their cultural where boy child is favored to girl child education. From the results of the study done by World Bank in the Sub-Saharan Africa (1988) girls were found not to perform well in school because most parents do not see the social benefits attached to girls' education.

The students were further requested to indicate the extent to which they agreed or disagreed with some statements touching on cultural orientations. This was on a scale of 1 to 5 where 5 are **strongly Agree** and 1 is **strongly Disagree**. **Key: 5 – Strongly Agree; 4 - Agree; 3 - Undecided; 2- Disagree; 1- Strongly Disagree**

Table 4.11 Cultural factors that influencing teachers’ involvement in education according to the students

Statement	Strongly Agree		Agree		Disagree		Strongly Disagree	
	Freq.	%	Freq.	%	Freq.	%	Freq	%
Many teachers leave school due to their cultural orientations	309	49.4	164	26.2	149	23.8	3	0.5
Teachers lack community support in times of cultural conflicts	272	59.5	108	17.3	77	12.3	68	10.8

n=625

From Table 4.11 teachers lack the support and protection of the local community in the times of cultural conflicts (59.5 %)and even leave school as result of the same(49.4 %). This is as depicted by 49.4 percent and 59.5 percent of the students who strongly agreed with the statements. When all these happen, the school

misses its intended purpose of strengthening national identity and inculcating citizenship values among its members. The teachers are also denied an opportunity to fully participate in educational processes in the school.

The principals and their deputies were asked to state whether cultural orientations of the neighbouring community affected co-curricular activities in their schools; to which all of them (100.0%) agreed. This was with the consideration that co-curricular activities are part and parcel of the school curriculum, and which require active involvement of teachers. In particular girls participation in co-curricular has been an issue limiting extent of involvement even in the instances where it happened to be.

The community belief that is pegged to cultural backgrounds prohibits girls' participation in activities such as football, drama and music festivals as a result; these activities are rendered irrelevant and non-existent. Among the teachers the position of game teachers mostly attracts non-locals. This in general has lowered the standard and performance of sports right from the regional to national levels. Fredrick's, 2011, referring to student involvement in extracurricular activities, "one important contextual factor is the quality of relationships with adults"(Fredrick's, 2011).Becoming involved in school related extracurricular activities also allows teachers and students to foster a sense of community at their school, within, and across different grade levels (Fredrick's, 2011).

4.5: Influence of students' discipline on teacher involvement in public secondary schools

To establish the influence of student discipline on teacher involvement in education, the respondents were first asked to rate the standards of discipline in their schools. Table below summarizes the responses obtained.

Table 4.12 Discipline ratings of school.

Discipline ratings of schools	Principals		D/principals		Teachers		Students	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Very Good	0	0	0	0.0	0	0.0	0	0.0
Good	2	50.0	1	25.0	23	63.9	187	29.9
Average	2	50.0	3	75.0	13	36.1	438	70.1
Total	4	100.0	4	100.0	36	100.0	625	100.0

n=4

The distribution in the table indicates that discipline in public secondary schools in Ijara sub-county is far from impressive. This is because none of the respondents thought that, the discipline in schools was very good. A large percentage of the respondents (principals=50.0%, D/principals=75%, students=70.1% and teachers=36.1%), believe that, discipline in schools is just but average. Less than

half of the respondents said that discipline is generally good. It is imperative to note that, none of the respondents, across groups, believes that, student discipline in schools could be said to be very good. When asked to state whether the standard of discipline was likely to influence teachers' involvement in education, 607(97.12%) of the students said yes, and18 (2.88%) said No. similar responses were replicated by 34 (94.44%) and 4 (100%) of the principals who were in agreement.

The teachers, principals and deputy principals were also asked to state whether the standard of discipline in their schools were likely to influence teachers' involvement in education. Table 4.13 below shows their responses

Table 4.13: Standard of discipline and influence on teachers' involvement in education

Response	Yes		No	
	Freq.	%	Freq.	%
Principals	4	100	0	0.0
D/principals	4	100	0	0.0
Teachers	34	94.4	2	5.6

n=42

From Table 4.13 above, 100.0 percent of the principals and their deputies, and 94.4 percent of the teachers feel that, discipline ratings have some influence on the extent of teacher involvement in education. Discipline being an important component of schooling and educational process in general thus a vital tool influencing teachers' involvement, achievement and in enhancing the teachers' performance . The effectiveness with which this particular process is s a success or failure will depend on going on the quality of students' discipline.

Furthermore, the respondents were asked to state the extent to which parents influence students discipline schools. The responses obtained were summarized as follows; in Table 4.14

Table 4.14: Extent to which parents influence students discipline schools according to teachers, principals and D/principals

Response		Teachers		Principals		D/principals	
		Freq.	%	Freq.	%	Freq.	%
Very Great extent	Great	13	36.1	0	0.0	1	25.0
Great extent		19	52.8	3	75.0	1	25.0
Little extent		4	11.1	1	25.0	2	50.0
Total		36	100.0	4	100.0	4	100.0

From the Table 4.14, 36.1 percent of teachers and 25.0 percent of the deputy principals believe that parents influence student discipline to very great extent. A further 52.8 percent of teachers, 75.0 percent of principals and 25.0 percent of deputy principals said that the influence was to a great extent. From these findings, it is evident that, parents greatly influence the discipline of their children. Okpako (2004) asserts good parenting is pivotal in shaping their children's to develop positive attitudes to fit in the society. Parents are solely responsible for defiance and socially unacceptable social behaviors in adolescence. He identifies some factors that formed the basis of good parenting: provision of education, constant and consistent communication and control. On the other hand Darling (2007) identified; harshness, poor parental affection, non-committal, poor control as being features of poor parenting. Parents do contribute to students' indiscipline by being bad role models and by avoiding parental responsibilities such as teaching the children good behavior. This could be one of the sources of students' indiscipline in schools.

Generally, students' unrest and indiscipline undermine quality education, as invaluable learning time is lost derailing teachers performance during the implementation of curriculum

4.6 Influence of parents' level of education on teacher involvement in education in public secondary schools

The respondents were requested to state their opinion on whether or not they believe that parents' level of education influenced teachers' involvement in education. They were too simply to say 'Yes' or 'No', and the responses are as indicated in Figure 4.1

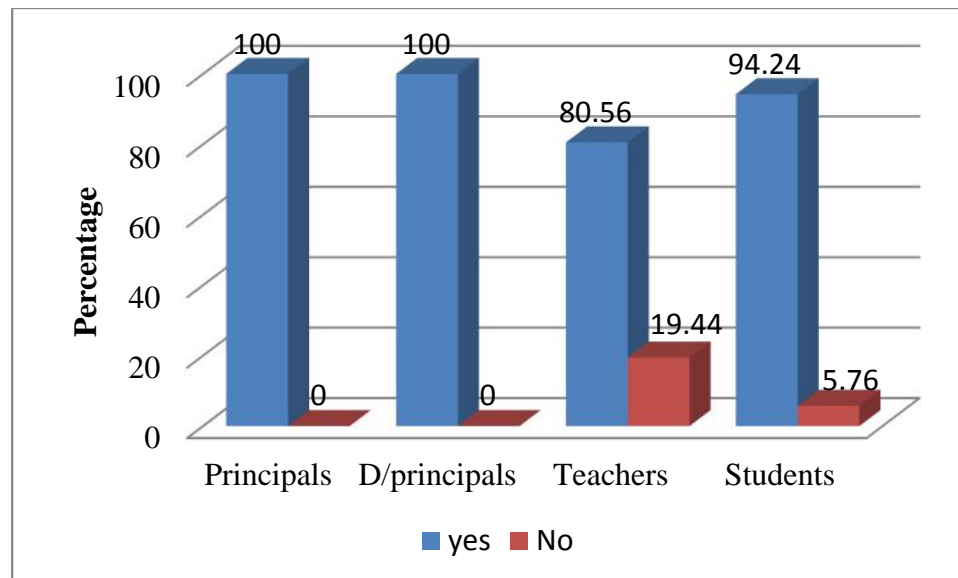


Figure 4.1 Influence of parents' level of education on teacher involvement in education

The results in Figure. 4.1 above all the principals and their deputies (100.0%), 80.6 percent of teachers and 94.2 of the students believe that, parents' level of education influences teacher's involvement in education in public secondary schools. This is as attested by 100.0% of principals and deputy principals, 80.6%

of teachers and 94.2% of the students who were in agreement. Only 19.4 percent of teachers and 5.8 of students are of a contrary opinion. From these statistics, it can be concluded that, the level of education of parents adversely affect teachers involvement in education.

This is an indication that how a child is brought up has a lot of influence on how he/she will perform in school. Kombo (1988) did a study to establish the relationships between parental level of education, occupation and encouragement and paying school fees, he found out that parental level of education, occupation and encouragement and paying school fees on time correlate positively with students' academic achievement. From his study in Yaounde, Cameroon, on the effect of parental education on children's performance, Cooksey (1981), found that achievement was higher in students whose fathers were educated in all occupation groups. On contrary students of uneducated fathers showed lower level of achievement in tests. Therefore, it can be concluded educated parents provides an stimulating and conducive environment for learning at home through provision such as course books, ample rooms for studying, instilling discipline, assist in homework and even career guidance.

To further adduce more evidence to this finding, the principals and their deputies were asked to indicate with a tick () their view regarding the extent to which parents' participation in the following activities influences teachers' involvement

in education in their schools. Table 4.15 below highlights the views and their ratings

Table 4.15: Role of parents in participating in school activities

Activity	Great		Very	
	Extent		Great	
	Freq	%	Freq	%
Payment of school fees	8	100.0	0	0.0
Attendance of PTA meeting	7	87.5	1	12.5
Role in students discipline	8	100.0	0	0.0

n=8

From the Table 4.15, all the principals and their deputies endorse the fact that parents play a pivotal role in shaping the future of education especially when they play their role in issues related to school fee payment, handling of student discipline, monitoring of student academic progress, and attendance of key stakeholder meetings where policies are formulated and decisions are made. When they do so, the teacher gets the necessary support and platform of getting fully involved in education matters in their respective schools. To achieve this, the school administration and teachers need to fully engage the parents in matters

education. When asked whether they engage the parents in students' academic achievement, 33(91.67%) of the teachers said 'Yes' and 3(8.33%) said 'No'. All the teachers also agreed that, parents' engagement improve academic performance of students. This they said can be achieved by inviting parents to discuss their children's academic progress during class clinics and during Annual General Meetings (AGM). However, the challenge is that, being nomads and most of the parents being illiterate, little success can be attained as only a few parents turn up or majority sending their immediate relatives to attend.

From the research done parents' engagement in their children's education has shown it having positive effects on the achievement of students' at school (Fan & Chen, 2001) both at primary and secondary levels (Feinstein&Symons,1999), this has been seen translating into better academic performance, higher cognitive competence, improved problem-solving skills, learners enjoying school, better school attendance and improved discipline at school (Melhuish,Sylva,Sammonsetal.,2001).

4.7Influence of religious affiliations on teacher involvement in public secondary schools

The respondents were asked to state the extent to which clans' religious affiliations influenced teachers' involvement in this school. Their responses are as summarized by Figure 4.2.

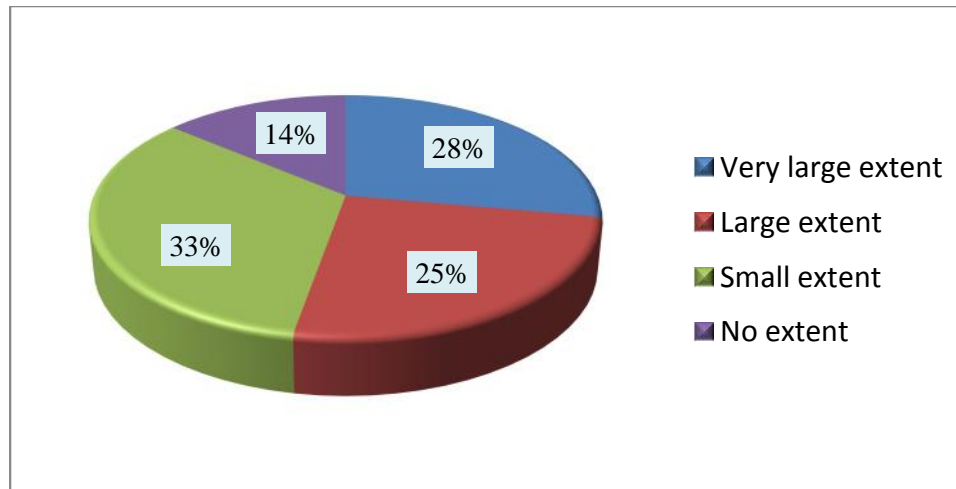


Figure 4.2 Influence of religious affiliations on teacher involvement in education

From Fig 4.2, 28.0 percent and 25.0 percent of the respondents believe that religious affiliations influence teacher involvement in education to a very large extent and large extent respectively. A further 33.0 percent believe that the extent of influence is minimal, while 14.0 percent think that, religious affiliation has no influence at all on teachers' involvement.

The respondents were further asked to indicate their level of agreement or disagreement with some statements regarding religious affiliation. This was on a 5-point scale of 1 to where 5 – Strongly Agree; 4 -Agree; 3 -Undecided; 2- Disagree; 1- Strongly Disagree. Table 4.8 below gives a summary of the statements and their ratings.

Table 4.16 Teachers' responses on the influence of religious affiliations on teacher involvement in education

Statements	Strongly Disagree		Disagree		Agree		Strongly Agree	
	Freq	%	Freq	%	Freq	%	Freq	%
Some teachers fled the school due to religious intolerance	1	2.8	3	8.3	3	8.3	29	80.6
Teachers are some of the victims of religious intolerance	6	16.7	3	8.3	8	22.2	19	52.8
Religious intolerance lead to closure of schools and hence teachers leave	13	36.1	11	30.6	3	8.3	9	25.0
Religious intolerance has led to many schools having no teachers in this region	0	0.0	1	2.8	4	11.1	31	86.1

n=36

Table 4.16 above shows that 80.6 percent of teachers strongly agree with the statement that, some teachers who have fled the school due to religious intolerance. Furthermore, 52.8 percent of teachers agreed that teachers are the victims of religious intolerance in schools and a further 25.0 percent of teachers were also in strong agreement with the fact that religious intolerance lead to closure of schools. A further 86.1 percent of teachers strongly agree that

religious intolerance has led to many schools having no teachers in this region. Longitudinal research by Darnell & Sherkat (1997); Sherkat & Darnell (1999); and Glass & Jacobs (2005) showed that sectarian religious affiliation and biblical fundamentalism beliefs in the inerrant truth of religious sacred texts have substantial negative effects on educational attainment. This is because it is difficult to isolate community's cultural belief from religious beliefs in this region.

The community belief that is pegged to religious backgrounds becomes even more prohibitive to teachers level of engagement in some matters of education, and this mostly affects non-locals. This in turn lowers the standard of education and performance of students in both curricular and co-curricular activities.

The students also responded to similar statements and the results obtained were summarized as in Table 4.17.

Table 4.17 students' responses on the influence of religious affiliations on teacher involvement in education

Statements	Strongly Disagree		Disagree		Agree		Strongly Agree	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
There are teachers who have fled the school due to religious intolerance	99	15.9	218	34.9	130	20.80	178	24.5
Teachers are some of the victims of religious intolerance in this school	21	3.4	79	12.6	247	39.52	278	44.5
Religious intolerance lead to closure of schools and hence teachers leave	133	21.3	82	13.1	194	31.04	216	34.6

n=625

Table 4.17 above shows that 24.5 of the students strongly agree with the statement that, some teachers who have fled the school due to religious intolerance and further 44.5 percent of students strongly agree that teachers are some of the victims of religious intolerance in this school. In addition, 34.6 percent of students were also in strong agreement with the fact that religious intolerance lead to closure of schools. According to Darnell & Sherkat, 1997; Sherkat & Darnell 1999; Glass & Jacobs 2005) results from longitudinal research indicated that sectarian religious affiliation and biblical fundamentalism have been found to negatively influenced educational achievement. Additionally, certain religious affiliation and biblical fundamentalism not only negatively influenced educational achievement but also negatively impacting on the educational attainment of women (Sherkat & Darnell 1999; Glass & Jacobs 2005). In the same perspective, according to some fundamentalist religious communities, young women are required to marry early, bear many children, and be primarily responsible for childcare (Roof & McKinney 1987; Sherkat 2007).

This is because it is difficult to isolate community's cultural belief from religious beliefs in this region. The community belief that is pegged to religious backgrounds becomes even more prohibitive to teachers level of engagement in some matters of education, and this mostly affects non-locals. This in turn lowers the standard of education and performance of students in both curricular and co-curricular activities.

4.8 Interventions made by school administrators to encourage teacher involvement in education

The study finally sought to find out whether the school management had put in place any measures to improve the working environment of the teacher and improve teacher participation in the teaching learning process. Some of the interventions made include; holding staff meetings occasionally to bring teachers to the light of an extra ordinary homogeneous cultural context of local community, inviting parents to discuss their children's discipline and academic progress during class clinics and during Annual General Meetings (AGM), and informing them of nomadic life styles of the student and community in general that posse a great challenge in handling educational issues. All these efforts were geared towards minimizing fears of uncertainty from the teachers because a bulk of teaching force is non-locals, and therefore, losing them means a terrible blow to the institutional and national goals of education. However, even in so doing, the management of the schools is faced with the challenge of having tribal diversity of students since the schools are embedded in the communities which attracts about 95% s students; all of whom speak the same local dialect. Furthermore, because of the harsh weather conditions of the sub-county; coupled with issues of insecurity, discourage students from other counties.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the findings of the study and presents conclusions, recommendations and suggestions for further research.

5.2 Summary of study

The purpose of study was to investigate the conflict-related factors influencing teachers' involvement in public secondary schools education in Ijara sub-County, Kenya. It was guided by four specific objectives, from which the research questions were generated. These were to examine how cultural orientations, students' discipline , parents' level of education, and religious affiliations influence teachers' involvement in public secondary schools education in Ijara sub-County, Garissa County. The study was based on the Social Learning Theory by Lev Vygotsky (1962), which examines how our social environments influence the learning process, and how teachers can create a learning environment that maximizes the learner's ability to interact with each other through discussion, collaboration, and feedback. The study adopted descriptive survey design. The study targeted all public secondary schools, all principals, deputy principals, teachers and students in Ijara sub-county, of Garissa County.

The study sample comprised 715 participants; - comprising 666 students, 41 teachers, 4 principals and 4 deputy principals from four public secondary schools. Questionnaires and documents analysis were main tools of data collection data from the respondents in this study. Questionnaires were the major collection instruments used to collect data from students, teachers, deputy principals and principals. Document analysis was done to obtain tabulated data from relevant sources. The validity of the instruments was done through a pilot study involving 20 teachers and 50 students from two schools from neighbouring Sub- County that had identical characteristics to the sample schools. The reliability of the instruments was de the tests re-test method during the pilot study. Spearman rank moment correlation formula was used to correlate the scores from both tests to obtain the correlation coefficient. A correlation coefficient of 0.8 to 1 is considered high enough to judge the instruments as reliable for the study. From the tests, a correlation coefficient of 0.86 was obtained; implying that the questionnaires were highly reliable. Quantitative data was coded and entered into SPSS and analyzed descriptively and resented using tables and charts. Quantitative data from the questionnaires and analysis of document was analyzed based on respondents' information. The qualitative data was presented thematically in line with the study objectives and research questions.

5.3 Summary of findings

The study found that cultural orientations largely affected teachers' involvement in education. Some of the cultural issues identified to have extensive influence to teacher involvement in education included; gender related issues (61.1%), nomadic lifestyle (86.1%), use of local language (80.6%), and community beliefs (52.8%) and early marriages (47.2%). The study also established that, teachers lacked the support and protection of the local community in the times of cultural conflicts; and some even deserted school as result of the same. This was as depicted by 49.4 percent and 59.5 percent of the students who strongly agreed with the statements.

On the influence of discipline on teachers' involvement in education, 97.1% of the students said that indiscipline among students greatly influenced teacher involvement in education, and only 18 (2.9%) were of contrary opinion. similar responses were obtained from 94.4% of teachers, and 100.0% of the principals, who were in affirmation. All the respondents were in agreement that, the discipline levels in the sampled schools was low. The relatively low discipline rating was attributed to the low literacy levels of the parents who attach very little value to education, and as a result, they do not monitor their children progress in school. The study also found that 36.1 percent of teachers and 25.0 percent of the deputy principals believed that parents influenced student discipline to very great

extent, while 52.8 percent of teachers, 75.0 percent of principals and 25.0 percent of deputy principals noted that the influence was to a great extent.

On the influence of parents' level of education on teacher's involvement in education, 100.0% of principals and deputy principals, 80.6% of teachers and 94.2% of the students pointed out that indeed parents' education played pivotal role. This is because, parents who are educated ensure availability of conducive environment at home in terms of provision such as books, study rooms, discipline, assistance through assignment and encouragement with respect to paying school fees on time. Educated parent also have more interest in monitoring the academic progress of their children in school. When asked whether they engage the parents in students' academic achievement, 33 (91.7%) of the teachers said 'Yes' and 3(8.3%) said 'No'. All the teachers were of the view that parents' engagement improves academic performance of students. This they said could be achieved by inviting parents to discuss their children's academic progress during class clinics and during Annual General Meetings (AGM).

Finally, 28.0 percent and 25.0 percent of the respondents believed that religious affiliations influence teacher involvement in education to a very large extent and large extent respectively. A further 33.0 percent believed that the extent of influence is minimal, while 14.0 percent think that, religious affiliation has no influence at all on teachers' involvement. Furthermore, 80.6 percent of teachers

and 24.5 percent and students strongly agree strongly agree with the statement that, some teachers who have fled the school due to religious intolerance. Also, 52.8 percent of teachers and 44.8 percent of students strongly agreed that teachers are some of the victims of religious intolerance in this school. 25.0 percent of teachers and 34.6 percent of students were also in strong agreement with the fact that religious intolerance lead to closure of schools. A further 86.1 percent of teachers strongly agree that religious intolerance has led to many schools having no teachers in this region

5.4 Conclusions

The Kenya government lays a lot of emphasis on using education as a vehicle towards the achievement of national cohesion and national integration. Therefore, the goal of education in developing a responsible ‘cohesion’ through education, training and citizenry cannot be achieved in schools where the quests of the teachers to provide conducive learning environment, meaningful instructions, and support to ensure that all students are learning and achieving their dreams, are undermined by such factors as religious and cultural beliefs, student indiscipline and insecurity. Quality education can only be attained if teachers are actively involved in all school activities right from classroom instructions to administrative duties. The effectiveness with which this particular process succeeds is pegged on the standard by which we judge the quality of discipline and the relationship among the parties concerned. Thus, the school community

and all education stakeholders have a responsibility of establishing and maintaining proper working environment to the teachers, and child-friendly schools that ensure optimum utilization of teachers' energy and ideas for the achievement of education objectives. Parents particularly need to mold their children's behavior, right from birth so that they grow in suitable norms of society. This is because, child's behavior or discipline right from home to school level influence their academic performance.

From the findings of this study, it is clear that, cultural beliefs, religious inclinations, insecurity, parental level of education and student discipline have a direct influence on the capacity of the teacher to get maximum involvement in education matters in public secondary schools in Ijara sub-county. It is however instrumental to note that, some school administrators have taken bold steps in trying to change the situation through calling for parents to discuss their children's academic progress during class clinics and during Annual General Meetings (AGM), holding staff meetings occasionally to bring teachers to the light of an extra ordinary homogeneous cultural context of local community, and informing them of nomadic life styles of the student and community. These are commendable interventions but their success or failure depend on the amount of support accorded to them by all stakeholders. When this happens, teachers will be fully involved in the teaching learning process, and improved academic achievement of students will subsequently be realized.

5.5 Recommendations

Based on the above conclusions and the research findings, the research recommends the following;

- i. The government, through the ministry of culture and sports should introduce programs that promote social integration and harmony among culture, religion and education in schools. This may include encouraging dramatization of some aspects of religion or culture in educational contexts
- ii. One of the national goals of education is to promote nationalism, patriotism and national unity. The ministry of education, through this objective, should maintain regional balance in schools by ensuring that, students from all regions, tribes, religions and cultures are admitted to all the schools
- iii. The management of schools should encourage the participation of all the parents, local administration and other stakeholders in the promotion of good discipline, unity, social integration, and student performance in both curricular and co-curricular activities.
- iv. Sensitization should be done to both parents and students that good academic achievement is embedded in good discipline and will forever be inseparable. The parents in this regard should be encouraged to join hands with the school in stemming out and discouraging all acts that may jeopardize student discipline

- v. The government should introduce mobile schools in regions where nomadism is practiced, so as to ensure that children benefit from their right to education and teachers are properly utilized

5.6. Suggestions for further research

Based on the findings of the study the researcher makes the following suggestions for further research.

- i. The influence of cultural practices on the participation of the girl-child in education in public secondary schools.
- ii. The role of political leaders in the promoting social integration between schools and their local communities.
- iii. The influence of teacher involvement in school-related extracurricular activities on teacher-student relationships in education in public secondary schools.

REFERENCES

- Allen, S. M. & Daly, K. (2002). The effects of father involvement: A summary of the research evidence. *The FII-ONews*, **vol. 1**, 1-11.
- Anderson, K. (2004). The nature of teacher leadership in schools as reciprocal influence between teacher leaders and principals. *School Effectiveness and School Improvement*, *15*(1), 97-113.
- Barnes, Grace M. and Michael P. Farrell. 1992. "Parental Support and Control as Predictor of Adolescent Drinking, Delinquency, and Related Problem Behaviors." *Journal of Marriage and Family* 54(4):763-776.
- Barnes, Grace M., Joseph H. Hoffman, and John W. Welte. 2006. "Effects of Parental Monitoring and Peer Deviance on Substance Use and Delinquency." *Journal of Marriage and Family* 68(4):1084-1104.
- Borko, H. (2004). Professional development and teacher learning: Mapping the terrain. *Educational Researcher*, *33*(8), 3-15.
- Borko, H. (2004). Professional development and teacher learning: Mapping the terrain.
- Chavkin, N.F., & Williams, D.L., Jr. (1993). Minority parents and the elementary school: Attitudes and practices. In N.F. Chavkin (Ed.), *Families and schools in a pluralistic society* Albany, NY: State University of New York Press.
- Clark, R. (1993). Homework-focused parenting practices that positively affect student achievement. In N.F. Chavkin (Ed.), *Families and schools in a pluralistic society*. Albany, NY: State University of New York Press.
- Coleman J. S. Hoffer T & Kilgore (1992): *High school achievement; Public and private Schools compared*; New York, Basic book.
- Comer, J.P., & Haynes, N.M. (1992). *Summary of School Development Program effects*. New Haven, CT: Yale University Child Study Center.
- Desforges, C. & Abouchar, A. (2003). *The impact of parental involvement, parental support and family education on pupil achievement and adjustment: A literature review*. London: Department for Education and Skills.

- Educational Researcher*, 33(8), 3-15 Fitch, M.E., and Kopp, O.W. (1990). Cohen, J., & Cohen, P. (1983). *Applied multiple regression/correlation analysis for the behavior sciences* (2nd ed.).
- Eshiwani G.S(1984),“Education in semi-arid and arid areas; A study determinant of school achievement in Kajiado District Unpublished study. Bureau of education research, Kenyatta University College Nairobi
- Eshiwani R. E (1984), “Difference in perception of persistent and truants towards teachers and parent related causes ”Unpublished MED thesis, University of Nairobi, Nairobi.
- Fan, X. & Chen, M. (2001). Parental Involvement and students’ academic achievement: A meta-analysis. *Educational Psychology Review*, **13**, 1-22.
- Fehrmann, P. G., Keith, T. Z., & Reimers, T. M. (1987). Home influence on school learning: Direct and indirect effects of parental involvement on high school grades. *Journal of Educational Research*, 80, 330-337.
- Feinstein, L. & Symons, J. (1999). Attainment in secondary school. *Oxford Economic Papers*, **51**, 300-321.
- Fredricks, J. A. (2011). Engagement in School and Out-of-School Contexts: A Multidimensional View of Engagement. *Theory Into Practice*, 50(4), 327-335.
- Hirsch, E., Church, K. (2009a). North Carolina teacher working conditions research brief: Summary of findings (Issue No. 09-04). Retrieved from New Teacher Center website: <http://www.newteachercenter.org>.
- Hirsch, E., Church, K. (2009b). North Carolina teacher working conditions survey brief: Teacher working conditions are student learning conditions (Issue No. 09-06). Retrieved from New Teacher Center website: <http://www.newteachercenter.org>.
- Hirsch, E., Emerick, S., Church, K., & Fuller, E. (2006a). Teacher working conditions are student learning conditions: A report on the 2006 North Carolina teacher working conditions survey. Retrieved from Center for Teaching Quality website: <http://www.teachingquality.org>.
- Hirsch, E., Emerick, S., Church, K., & Fuller, E. (2006b). Teaching and learning conditions are critical to the success of students and the retention of

teachers: Final report on the 2006 teaching and learning conditions survey to the Clark County school District and Clark

Kenya Human Rights Commission (KHRC, 2000): The Forgotten People Revisited. KHRC Report for Moyale and Marsabit Districts; Nairobi KHRC.

Melhuish, E., Sylva, C., Sammons, P., Siraj-Blatchford, I. & Taggart, B. (2001). *Social, behavioural and cognitive development at 3-4 years in relation to family background. The effective provision of pre-school education, EPPE project.* DfEE: London: The Institute of Education.

Morris. W, Creativity Its Place in Education, 2006, Retrieved from (<http://www.jpbc.com/creative/Creativity>)

Mugenda, A. G. (2008). *Social science research: Theory and principles.* Nairobi: Applied Research and Training Services

Mugenda, O., & Mugenda, A. (2003). *Research methods.* Nairobi: Act Press.

Ping, L. (2013). PERCEPTIONS OF THE TEACHER-STUDENT RELATIONSHIP: A STUDY OF UPPER ELEMENTARY TEACHERS AND THEIR STUDENTS. *International Education*, 42(2), 21-40.

Sherman, H.J., & Catapano, S. (2011). After-School Elementary School Mathematics Club: Enhancing Achievement and Encouraging Future Teachers. *Educational Research Quarterly*, 35(1), 3-16.

Skinner. Charles, *Educational Psychology*, 4th edition, 2006, Prentice Hall of India, New De County Education Association. Retrieved from Center for Teaching Quality website:

Violence Directed Against Teachers (2011). *Understanding and Preventing Violence Directed Against Teachers: Recommendations for a National Research, Practice and Policy Agenda.*

Vygotsky, L.S. (1962). *Thought and Language.* Cambridge, MA: MIT Press. (Original work published in 1934)

APPENDICES
APPENDIX 1: LETTER OF INTRODUCTION

University of Nairobi
Department of Educational Administration and planning
P.O BOX 30197,
Nairobi

Dear Sir/ Madam

REF: PERMISSION TO CONDUCT A RESEARCH

I am a postgraduate student at Nairobi University currently pursuing a Masters' degree in Education in Emergencies. I am carrying out a research on conflict-related factors such as cultural orientations, students' discipline, parents' level of education and religious affiliations influencing teachers' involvement in public secondary school in Ijara Sub-County, Garissa County, Kenya.

Your school has been selected for the study. The purpose of this letter is to request you to kindly allow me to carry out the study in your school. The information that will be provided will be used for the purpose of the study. You are assured that respondent identity will remain confidential.

Thank you for your cooperation.

Yours faithfully,

Galma Kosar.

**APPENDIX II: PRINCIPAL'S AND DEPUTY PRINCIPAL'S
QUESTIONNAIRE**

This questionnaire is divided into 5 sections, A, B, C, D and E. Please complete each section honestly according to the instructions given. Do not write your name and the name of your school to ensure complete confidentiality. Please respond to all questions.

Section A: Background information.

Please respond to each question by putting a tick () against the appropriate response.

1. What is your gender? Male () Female ()

2. What is your age bracket?
 - a) Below 25 () b) 25– 35 () c) 36 to 45 () d) Above 45 ()

3. What is your highest academic qualification?
 - a) Master degree () b) B.ED ()
 - (c) Diploma () d) Any other(specify).....

4. What is your teaching experience?.....Years.

5. For how long have you been a deputy principal/principal in your current school?
 - a) Less than 2years () b) 2 – 5years ()
 - c) 5– 10 years () d) Over 10 years ()

Section B: Influence of cultural orientations on teacher involvement in public secondary schools.

6. Indicate the type of your school.

- a) Boys boarding () b) Girls Boarding () c) Boys Day()
d)Girls Day () e) Mixed day () f)Mixed Boarding()

7. How are the teachers perceived in the community around the school?

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

8. To what extent, if at all, is the class or gender a factor in a teachers' instructional or managerial choice?

- a)Very little extent () b) Little extent ()
c) Great extent () d)Very Great extent ()

9. To what extent, does the community background influence teaching and students learning in your school?

- a)Very little extent () b) Little extent ()
c) Great extent () d) Very Great extent ()

10. What assumptions and prejudices do teachers hold about students, their families, school and community?

.....

.....
.....

11. How do you as the deputy principal/principal effectively approach and involve students' family in class academic goals?

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

12. How do you as the deputy principal/principal become a part of school and community to fit the teachers without sacrificing any opportunities for achievement of the students?

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

13. How do you generally rate the teachers' involvement in your school for the last 5 years? (2010-2015).

i) Excellent () ii) Good () iii) Average () iv) Poor ()

If poor, what could be the major causes?

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

14. a) Do you engage your students in co-curricular activities?

Yes () No ()

b) Do the students, family or community culture influence in the participation in the co-curricular?

Yes () No () don't know ()

c) If yes, exemplify the areas in (b) above giving an explanation;

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

Section C: Influence of students' discipline on teacher involvement in public secondary schools.

15. a) How do you rate the standard of discipline in your school?

i) Very Good () ii) Good () iii) poor ()

b). In your opinion will the standard of discipline in your school likely to influence teachers' involvement ? Yes () No () .

c) If yes, in (b) above giving an explanation;

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

16. a) Are the teachers involved in disciplining students in the school?

Yes ()

No ()

b) Are there challenges faced by teachers involved in disciplining students in the school?

Yes ()

No()

c) If yes, exemplify the areas in (b) above giving an explanation;

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

17. To what extent, does the community background influence students discipline in your school?

a)Very little extent () b) Little extent ()

c) Great extent () d) Very Great extent ()

Section D: Influence of parents' level of education on teacher involvement in public secondary schools

18. a) Does the parental level of education influence teachers' involvement in your school?

Yes () No ()

b) Please explain your response in a) above.

.....

.....

.....

19. a) In your opinion does the parents' occupations influence teachers' involvement in your school? Yes () No ()

b) If yes, please explain your response.

.....

20. Please indicate with a tick () your view regarding the extent to which parents' participation in the following activities influences teachers' involvement in your school?

Table 1: Parental participation in some school activities

Activity	Very little extent	Little extent	Great Extent	Very Great
Payment of school fees				
Attendance of PTA meeting				
Discussing students discipline				

Section E: Influence of religious affiliations on teacher involvement in public secondary schools

21. To what extent, if at all, are the religious affiliations a factor in a teachers' instructional or managerial choice?

- a) Very little extent () b) Little extent ()
c) Great extent () d) Very Great extent ()

22. To what extent, does the religious background influence teaching and students learning in your school?

- a) Very little extent () b) Little extent ()
c) Great extent () d) Very Great extent ()

APPENDIX III: TEACHERS' QUESTIONNAIRE

This questionnaire is divided in to 5 Sections. A, B, C, D and E. Please complete each section honestly according to the instructions given. Do not write your name and the name of your school to ensure complete confidentiality. Please respond to all questions.

SECTION A: Background information.

1. What is your gender? Male () Female ()

2. Which one of the following is your age bracket?
 - a) Below 25yrs () b) 25 Years to 35years () c)36 to 45years() d) Above 45yrs ()

3. What is your highest academic qualification?
 - a) Master degree () b) B.Ed () c) PGDE () d)Diploma () e) Any other (specify)

4. a)Were you ever assigned to teach subjects you were not trained for? Yes ()
No ()
 - b) If yes, give reason

5. a) Are you satisfied with your current teaching load? Yes () No ()
 - b) If No, give reason.....

6. For how long have you been in the teaching profession?.....years

Section B: Influence of cultural orientations on teacher involvement in public secondary schools.

7. In your view regarding the extent to which the following cultural factors are influencing teachers' teachers' involvement in your school?.

Cultural Factors	Very great extent	Great Extent	Little Extent
Gender issue			
Nomadic lifestyle			
Community beliefs			
Early marriages			
Local language			

8. What assumptions and prejudices do students, their families; school and community hold about teachers?

.....

.....

.....

.....

Section C: Influence of students' discipline on teacher involvement in public secondary schools

9. a) How do you rate the standard of discipline in your school?

- i) Very Good () ii) Good () iii) poor ()

b). In your opinion will the standard of discipline in your school likely to influence teachers' involvement? Yes () No () .

c) If yes, in (b) above giving an explanation;

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

10. a) Are the teachers involved in disciplining students in the school?

Yes () No ()

b) Are there challenges faced by teachers involved in disciplining students in the school?

Yes () No ()

c) If yes, exemplify the areas in (b) above giving an explanation;

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

11. To what extent, do the parents influence students discipline in your school?

a) Very little extent () b) Little extent ()

c) Great extent () d) Very Great extent ()

Section D: Influence of parents' level of education on teacher involvement in public secondary schools

12. Does the parental level of education influences teachers involvement in your school?

Yes () No ()

b) If yes, to explain the extent?

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

13. a) In your opinion does the parents' occupation influence students' performance?

Yes () No ()

b) Please explain your response in a) above.

.....
.....

14 a) Do you engage the parents in students' academic achievement?

Yes () No ()

b) If yes, does parents' engagement improve academic performance?

Yes () No ()

c) Please explain your response in b) above.

.....

Section E: Influence of religious affiliations on teacher involvement in public secondary schools

15. To which extent does clans religious affiliations influenced teachers involvement in this school?

Very Large extent [] Large Extent []
 Small Extent [] No extent []

16. In a scale of 1 to 5 where 5 is strongly agree and 1 is strongly disagree, indicate the extent to which you agree or disagree with the following statements

Key 5 – Strongly agree; 4 Agree; 3 = Undecided; 2 Disagree; 1 Strongly disagree

Statements	1	2	3	4	5
There are teachers who have fled the school due to religious intolerance					
Teachers are some of the victims of religious intolerance in this school					
Religious intolerance lead to closure of schools and hence teachers leave					
Religious intolerance has led to many schools having no teachers in this region					

APPENDIX IV: STUDENTS' QUESTIONNAIRE

This questionnaire is divided into 5 sections; A, B, C, D and E. Please complete each section honestly according to the instructions given. Do not write your name and the name of your school to ensure complete confidentiality. Please respond to all questions.

Section A

1. What is your gender (sex)? Male () Female ()

2. Please indicate your age.
 - a) Below 15 years () b) 15 -17 years ()
 - c) 18– 20 years () d) above 20 years ()

3. What is the source of income to your family? Please tick as many as appropriate. a) Livestock b) Farming/ Agriculture c) Casual employment ()
e) Any other (specify)

Section B: Influence of cultural orientations on teacher involvement in public secondary schools

4. To which extent does cultural orientations influence teachers' involvement in your school?

- | | | | |
|-------------------|------------------------------|--------------|------------------------------|
| Very Large extent | [<input type="checkbox"/>] | Large Extent | [<input type="checkbox"/>] |
| Small Extent | [<input type="checkbox"/>] | No extent | [<input type="checkbox"/>] |

5. In a scale of 1 to 5 where 5 is strongly agree and 1 is strongly disagree, indicate the extent to which you agree or disagree with the following statements

Key 5 – Strongly agree; 4 Agree; 3 = Undecided; 2 Disagree; 1 Strongly disagree

No.	Statements	1	2	3	4	5
a.	Many teachers leave school due to their cultural orientations					
b.	Teachers lack community support during conflict					

Section C: Influence of students’ discipline on teacher involvement in public secondary schools

6a) How do you rate the standard of discipline in your school?

Very Good () Good () poor ()

b. In your opinion will the standard of discipline in your school likely to influence teachers’ involvement and your academic performance? Yes () No() .

c) Please explain your response in b) above.

.....

.....

.....

Section D: Influence of parents level of education on teacher involvement in public secondary schools

7a) In your opinion will your parents' level of education influence teachers' involvement and your academic performance?

Yes () No ()

b) If your response in a) above is yes, please list the factors within your home that you think your parents will likely influence your academic performance.

i).....

ii).....

iii).....

Section E: Influence of religious affiliations on teacher involvement in public secondary schools

8. In a scale of 1 to 5 where 5 is strongly agree and 1 is strongly disagree, indicate the extent to which you agree or disagree with the following statements

Key 5 – Strongly agree; 4 Agree; 3 = Undecided; 2 Disagree; 1 Strongly disagree

No.	Statements	1	2	3	4	5
a.	There are teachers who have fled the school due to religious intolerance					
b.	Teachers are some of the victims of religious intolerance in this school					
c.	Religious intolerance lead to closure of schools and hence teachers leave					

Thank you!


APPENDIX V: RESEARCH CLEARANCE PERMIT

National Commission for Science, Technology and Innovation

THIS IS TO CERTIFY THAT:

MR. KOSAR KIJIBA GALMA
of UNIVERSITY OF NAIROBI, 0-60300
ISIOLLO, has been permitted to conduct
research in Garissa County
on the topic: FACTORS INFLUENCING
TEACHERS' INVOLVEMENT IN PUBLIC
SECONDARY SCHOOL EDUCATION. CASE
STUDY: IJARA SUB-COUNTY GARISSA
COUNTY, KENYA

Permit No. : NACOSTI/P/16/60968/11161
Date Of Issue : 24th May, 2016
Fee Received : Ksh 1000



for the period ending:
23rd May, 2017



Applicant's Signature

Director General
National Commission for Science, Technology & Innovation

National Commission for Science, Technology and 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 9294

APPENDIX VI: RESEARCH AUTHORIZATION



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349,3180771,2219428
Fax: +254-20-318245,318249
Email: ng@nacosti.go.ke
Website: www.nacosti.go.ke
when replying please quote

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

Ref. No.

Date

NACOSTI/P/16/60968/11161

24th May, 2016

Kosar Kijiba Galma
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Factors influencing teachers' involvement in public secondary school education. Case study: Ijara Sub-County Garissa County, Kenya.*" I am pleased to inform you that you have been authorized to undertake research in **Garissa County** for the period ending **23rd May, 2017.**

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


BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Garissa County.

The County Director of Education
Garissa County.