

**FACTORS INFLUENCING NOMADIC PUPILS' PARTICIPATION IN  
PRIMARY EDUCATION IN WAJIR NORTH SUBCOUNTY, WAJIR  
COUNTY, KENYA**

**Ali Abdi Mohamed**

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## DECLARATION

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

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Ali Abdi Mohamed

E55/66114/2011

This research project has been presented for examination with our approvals as university supervisors:

---

Dr. Daniel K. Gakunga

Senior Lecturer

Department of Educational Foundations

University of Nairobi

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Dr. Rosemary Imonje

Lecturer

Department of Educational Administration and Planning

University of Nairobi

## **DEDICATION**

This work is dedicated to my family, may almighty God bless you abundantly.

## **ACKNOWLEDGEMENT**

I would like to thank the almighty God for giving me sufficient grace throughout my work. I acknowledge and appreciate the great support of my supervisors; Dr. Daniel Gakunga and Dr. Rosemary Imonje for their tireless assistance and support in helping me to complete the research project. I sincerely thank my entire family. Special thanks to colleague teachers for continuous support throughout the study. A lot of thanks also go to all respondents who participated in filling the questionnaire and interview guide during the study. May God bless you all.

## TABLE OF CO NTENTS

Declaration.....	ii
Dedication.....	iii
Acknowledgement.....	iv
Table of co ntents.....	v
List of tables.....	viii
List of figures.....	x
Abbreviations and acronyms.....	xi
Abstract.....	xii

### CHAPTER ONE

#### INTRODUCTION

1.1 Background to the study.....	1
1.2 Statement of the Problem.....	5
1.3 Purpose of the Study.....	6
1.4 Objectives of the study.....	6
1.5 Research questions.....	6
1.6 Significance of the Study.....	7
1.7 Limitation of the Study.....	7
1.8 Delimitation of the Study.....	8
1.9 Basic assumptions of the Study.....	8
1.10 Definition of Significant Terms.....	8
1.11 Organization of the Study.....	9

### CHAPTER TWO

#### RELATED LITERATURE REVIEW

2.1 Introduction.....	11
2.2 Concept of Participation in Primary Education by Learners from Nomadic Communities.....	11
2.3 The Effect of Clan Conflict on Nomadic Pupils' Participation in Primary Schools.....	12
2.4 The Influence of Displacement on Pupils' Participation in Primary Education.....	15

2.5 The Influence of Security on Nomadic Pupils’ Participation in Primary Education.....	17
2.6 The Influence of Food Security on Nomadic Pupil’s Participation in Primary Education.....	18
2.7. Summary of related Literature Review.....	20
2.8 Theoretical Framework.....	22
2.9 Conceptual Framework Primary Education.....	23

### **CHAPTER THREE**

#### **RESEARCH METHODOLOGY**

3.1 Introduction.....	25
3.2 Research Design.....	25
3.3 Target Population.....	25
3.4 Sample Size and Sample Procedures .....	<b>26</b>
3.5 Research Instruments .....	27
3.6 Instrument Validity .....	28
3.7 Reliability of the Instrument .....	28
3.8 Data Collection Procedures.....	28
3.9 Data Analysis Techniques.....	29
3.10 Ethical Considerations .....	29

### **CHAPTER FOUR**

#### **DATA ANALYSIS, PRESENTATION OF FINDINGS AND DISCUSSIONS**

4.1 Introduction.....	30
4.2 Instrument Response Rate.....	30
4.3 Demographic data of the Respondents .....	31
4.4 Nomadic pupils’ participation in primary education .....	44
4.5 The effect of clan conflict on nomadic pupils’ participation in primary schools.....	49
4.6 Influence of displacement factors on pupils’ participation in primary education .....	53
4.7 Influence of security factors on nomadic pupils’ participation in primary education .....	57
4.8 Influence of food security on nomadic pupil’s participation in primary education .....	63

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

5. 1 Introduction.....	69
5.3 Summary of findings.....	69
5.3 Major findings of the study.....	70
5.3.1 Clan conflict factors and Nomadic pupils’ participation in primary education .....	70
5.2.2 Displacement and nomadic pupils’ participation in primary education.....	71
5.3.3 Security factors and nomadic pupils’ participation in primary education .....	71
5.3.4 Food security factors and nomadic pupils’ participation in primary education .....	72
5.4 Conclusions.....	72
5.5 Recommendations from the study .....	73
5.6 Suggestions for Further Research .....	74
<b>REFERENCES.....</b>	<b>76</b>

### **APPENDICES**

Appendix I: Letter of Introduction.....	80
Appendix II: Questionnaire for Headteachers and Teachers .....	81
Appendix III: Discussion Group for Parents .....	86
Appendix IV: Questionnaire for Pupils .....	87
Appendix V: Authorization Letter .....	91
Appendix VI: Research Permit .....	92
Appendix VII: Map of Study Area .....	93

## LIST OF TABLES

Table 3.1: Sample Size .....	27
Table 4.1 Response rate .....	31
Table 4.2: Headteachers' and Teachers' Age Bracket.....	32
Table 4.3: Marital status of the teachers .....	33
Table 4.5: Teachers' professional experience.....	35
Table 4.6 Duration as head teachers .....	36
Table 4.7 Headteachers' duration in the school.....	37
Table 4.8 Distribution by number of class streams.....	38
Table 4.8 Pupils gender.....	39
Table 4.9 Distribution of pupils' class .....	39
Table 4.10 Distribution by pupils' guardian .....	40
Table 4.11 Distribution by the number of siblings in the family.....	41
Table 4.12 Respondents home .....	42
Table 4.13 Distribution of the number of teachers in the schools .....	43
Table 4.14 Distribution of all pupils' enrollment in primary schools as perceived by headteachers .....	45
Table 4.18 Teachers' response on influence of clan conflicts on nomadic pupils' participation in primary schools .....	50
Table 4.19 Pupils' response on the influence of clan conflicts on nomadic pupils' participation in primary schools .....	52



Table 4.20 Teachers’ response on influence of displacement on nomadic pupils’ participation in primary schools .....	54
Table 4.21 Pupils’ response on influence of displacement on nomadic pupils’ participation in primary schools .....	56
Table 4.22 Distribution of responses on security factors by the teachers.....	58
Table 4.23 Distribution of responses on influence of security factors on primary school participation- pupils’ response .....	61
Table 4.24 Distribution of responses on influence of food security factors on primary school participation- teachers’ response.....	64
Table 4.25 Distribution of responses on influence of food security factors on primary school participation- pupils’ response .....	66

## LIST OF FIGURES

Figure 2.1: Relationship of variables influencing Nomadic pupil's participation in primary schools .....	23
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## ABBREVIATIONS AND ACRONYMS

<b>EFA</b>	Education for All
<b>FPE</b>	Free Primary Education
<b>GOK</b>	Government of Kenya
<b>HDI</b>	Human Development Index
<b>MDG</b>	Millennium Development Goals
<b>MOE</b>	Ministry of Education
<b>NGO</b>	Non-governmental organization
<b>SDE</b>	Sub-county Director of Education
<b>SFP</b>	Supply of Food
<b>WFP</b>	World food Program
<b>SPSS</b>	Statistical Package for Social Sciences
<b>UN</b>	United Nations
<b>UNDP</b>	United Nations Development Programme
<b>UNESCO</b>	United Nations Education Scientific Children's' Organization
<b>UNICEF</b>	United Nations Children's Fund
<b>UPE</b>	Universal Primary Education

## ABSTRACT

The main objective of this study was to investigate the factors influencing nomadic pupil's participation in primary education in Wajir North Sub-county, Wajir County, Kenya. The specific objectives included; the influence of clan conflict on nomadic pupil's participation in primary education in Wajir North Sub-County; to investigate the influence of displacement on nomadic pupil's participation in primary education in Wajir North Sub-County; to investigate the influence of security on nomadic pupil's participation in primary education in Wajir North Sub-County and to establish the influence of food security on nomadic pupil's participation in primary education in Wajir North Sub-County. The study was carried out in 12 public primary schools in the sub-county due to the manageability of the population size. The study used simple random sampling to select a study sample of 180 respondents (144 pupils, 24 teachers and 12 head teachers) and questionnaires were sent. Out of those, 142 (10 head teachers, 20 teachers and 112 pupils) questionnaires were filled. This therefore represents a 78.9 percent response rate. The data was processed using Statistical Package for Social Sciences (SPSS). The study adopted a descriptive survey research design since the study aimed at capturing respondents' opinions, attitudes, beliefs and knowledge based on the impact of perennial clan clashes on schools. A research permit was obtained from the National Council of Science and Technology on application on obtaining the permit, permission was also obtained from the area DEO to carry out a research in the district. Analysis of data started with editing to identify errors made by the respondents such as spelling and any un-responded to items. Quantitative data derived from the demographic section and the closed questions were analyzed using descriptive statistics using percentages and frequencies to enable meaningful description of the distribution. Conflict resolution and human rights modules be entrenched in the curriculum, interventions to bridge the gap between various ethnic communities, facilitation of inter-ethnic dialogue between traditional elders, youth and women as well as trust-building with the local administration, and making religious education a compulsory subject in both primary and secondary schools

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the study

Schooling has direct effects on children's educational achievement, their acquisition of literacy, numeracy and scientific knowledge. The learning of specific knowledge and skills is a direct effect of classroom teaching (Good & Brophy, 1986; Young & Sing'oei, 2011). The child participation in primary education is important in that social cognitions and feelings are powerful in predicting later outcome as intelligence or school curriculum. Education for nomadic pastoralists' fits in an emergency context because of the mobility of nomadic communities, the hardships associated with the Arid and Semi-Arid Lands (ASALs) and the few teachers with a nomadic background makes recruitment, deployment and retention of teachers' difficult (Republic of Kenya, 2012). Pupils' perceptions of classroom climate influence their participation (Dweck & Leggett, 1988). Pupils participations to primary education remains a key challenge for the less privilege children.

A study by Chimombo (2005), in Malawi on basic education in developing countries, when children engage in tasks that support household survival, this affects their academic performance. This situation is common in children from poor family settings where they do domestic work and family business while schooling (Moyi, 2011). Most of the nomadic children work and attend school and are thus at a disadvantage because this constitutes educations inequality.

Zahrins (2006), pastoral nomadic families move from place to place in search of pasture for their animals. The movements are several kilometers apart. This affects children whenever their parents move one place to another. It means moving to a new school which may be too far from their new home. As such nomadic children tend to start school late or not at all because parents are more concerned for their safety and security away from home (World Bank, 2010). This also has a bearing on retention in school, transition rates to the next level of study and completion rates.

Nevertheless, the free feeding program attracts many children to enroll in the school, leading to increased enrollment and retention at school. The regular supply of food (SFP) contributes to pupils' retention in public primary schools and hence a determinant factor. In Ethiopia where there was an increase in participation, the WFP started the SFP activities a fivefold increase in enrolment was witnessed. The same results were obtained in Tanzania where the poorest twenty regions enrollment was successfully boosted by the SFP, the attendance and reduced drop outs was recorded (WFP, 2001; UNICEF, 2010).

In Kenya, the indigenous people survived education by inculcating moral values and adapting to the environment which was their main objective. This is different from what the colonialists introduced in that they brought formal education characterized by racial segregation with varied curricular for the whites, Asians and Africans. Their education was therefore superior while the African education was inferior, elementary and based on reading, writing and arithmetic (Republic of Kenya, 2008). Immediately after Kenya got independent in 1963, the education structure was set in a system that comprised of primary, secondary and university levels. There was only one institution

of higher learning in Nairobi; a constituent college of University of East Africa (Eshiwani, 1993), one hundred and fifty one secondary schools and 6,058 primary schools. The population of Kenya increased and the need for education also increased which resulted to an increase in demand for secondary education in Kenya. To replace the expatriates in the civil service the government of Kenya developed skilled and educated people and created space for the ever increasing number of primary school leavers requiring secondary education (Republic of Kenya, 1999; Sarantakos, 1998)).

Cheserek (2013), food security had influenced the participation of nomadic pupils in schools. The children from families struck by absolute poverty especially if the family cannot afford to provide food to the children, their participation in education are affected. This is more where displacement is evident. To address the temporal hunger and food security the School Feeding Program (SFP) are used to make a significant contribution in the improvement in attendance and school achievement. (Economic recovery strategy 2003 -2007 in Ministry of Education, 2008; UNICEF, 2010). According to Bundy (2009) children may have difficult in concentrating and perform as a result of the common short term hunger even if the child is otherwise well nourished. In Taita -Taveta district, the WFP school feeding was introduced in 2004. The district had primary school enrolment rate of 84 percent in 2004 compared to the national one of 78 percent (Wamugi & Muchemi, 2011).

UNDP (2007/2008) human Development Report, Kenya has a Human Development Index (HDI) of 0.521 and is ranked 148<sup>th</sup> out of the 177 countries with data. Consequently, school enrolment is very low in the poor areas. The enrolment is even lower for the children of nomadic pastoralist families. This confirms that poverty is

one of the leading challenges facing the implementation and eventual realization of UPE. It is sad to note that over 60 percent of the population in Kenya lives below the poverty line (Achoka Maiyo, 2011; Wamugi & Muchemi, 2011).

In the semi-arid parts of the country, particularly in the lower Eastern region and North eastern poverty is rampant among communities living in these areas, where families struggle to make a living. The harsh climatic conditions and poverty has prevented over 60 percent of the eligible children in these areas from accessing schooling (UNICEF, 2005). Considering that getting at least one meal per day is indeed a problem for many of the children and their families (UNICEF, 2005), then school participation becomes less prioritized. Moreover, schools in these areas are already in bad situation as they are far apart, poorly equipped, and poorly staffed (UNICEF, 2000).

Wajir County is one of the 47 counties created under the Kenya Constitution 2010. It's located in the North Eastern region of Kenya bordering Somalia to the East, Ethiopia to the North and is a dry area. There are 223 primary schools with a total enrolment of 60,748 pupils of which 36,270 are boys and 23,478 are girls. The primary school retention and transition rates are 51 per cent and 58 per cent respectively. There are 41 secondary schools with 13345 students. This can be attributed to illiteracy, poverty and nomadism. The low enrolment has contributed to the low literacy levels in the county at 23.6 per cent. Out of a population of 100,323 in primary school going age, only 60,748 are enrolled in schools. The girls 'enrolment in primary schools is low. This is due to the negative cultural beliefs towards the girl child education.



In 1999, Oxfam GB did a research on the level of accessibility to education in the then Wajir district. The objective was to assess causes of inaccessibility to education, suggest position and realistic intervention measures and create an understanding for all stakeholders to forge ahead. The research found that the first primary school in Wajir was opened in 1948 while the first secondary school was opened in 1964. There were fears that the schools would affect traditional and Islamic values to an extent that children were taken to schools forcibly, chiefs were using the administration police. Over the years, internal and cross border conflicts witnessed before and after independence have affected participation of pupils and communities in school. The situation has gradually improved and by 1999, there were 60 primary schools and 5 secondary schools with a teaching force of 431 and 50 respectively (Nicolai, 2008).

## **1.2 Statement of the Problem**

Challenges facing nomadic pupils' participation in education are lack of continuity with their education due to clan conflicts that lead to disruption in school programs. There are also very low levels of completion of primary education with girls getting married off and boys being initiated to look after livestock. These further leads to high school dropout rates affecting the nomadic pupils' access to education.

Wajir County falls in the arid and semi-arid lands of Kenya. The state of the Wajir County is such that it has one of the lowest retention rates in Kenya. Pastoralist families dot the county moving from their original homes to look for pasture, water and food (Achoka Maiyo, 2011). This leads to frequent conflicts, drought and famine and implies that participation of nomadic pupils in primary education is a major challenge in this area. Despite research and some periods of progress, the achievement

gap between enrolment rates and completion rate remains substantial challenge for pastoralists' pupils' participation in primary education continues to be evident. This causes dropouts which affects performance, retention, completion and transition to the next level. This study sought to investigate why Nomadic pupils' do not participate effectively in primary education (Oketch, 2008).

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

The purpose of this study was to investigate the factors influencing nomadic pupil's participation in primary education in Wajir North Sub-county, Wajir County, Kenya

### **1.4 Objectives of the study**

The study was guided by the following objectives

- i. Determine the influence of clan conflict on nomadic pupil's participation in primary education in Wajir North Sub-County.
- ii. Establish the influence of displacement on nomadic pupil's participation in primary education in Wajir North Sub-County.
- iii. Determine the influence of security on nomadic pupil's participation in primary education in Wajir North Sub-County.
- iv. Establish the influence of food security on nomadic pupil's participation in primary education in Wajir North Sub-County.

### **1.5 Research questions**

The study was based on the following research questions

- i. How does clan conflict influence nomadic pupil's participation in primary education in Wajir North Sub-County?

- ii. How does displacement of nomadic pupil's influence their participation in primary education in Wajir North Sub-County?
- iii. How does provision of security influence nomadic pupil's participation in primary education in Wajir North Sub-County?
- iv. How does food security influence nomadic pupil's participation in primary education in Wajir North Sub-County?

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

The findings from the study may be used by policy makers in the education sector when formulating policies on the participation of nomadic pupils in schools such as construction of boarding schools and improving the school feeding programme in the region which will enhance the achievement of intended educational objectives. These makes a great contribution which may be of importance to the communities living in drought prone areas as it will highlight how and what can be done to step up the pupils school participation despite the challenges and difficulties posed by drought. The government, non-governmental organizations and donors may also use the findings in the identification and elevation of the factors influencing participation of nomadic pupils in public primary education in arid and semi-arid areas in Kenya. The study may therefore become a base for further research on the area of participation in education of nomadic pupil's education in order to enhance curriculum implementation.

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

The schools in Wajir County were sparsely populated which was compounded by poor road network and absence of adequate transport. The researcher however sought

the services of a motorcyclist who found their way even in poor terrain. Securing appointments from the selected respondent also proved troublesome considering the nature of nomadic life. To avoid such problem the researcher booked appointment and make a follow up through the government administrative network.

### **1.8 Delimitation of the Study**

This study focused on the sampled population in Wajir North Sub-County. The study covered the primary education stakeholders. The study was done on public primary schools in the sub-county.

### **1.9 Basic assumptions of the Study**

This study assumed that there was no movement of either peoples or parent's .The study further assumed that there would be temper, hunger and security which were effectively catered for. It was also assumed that the weather conditions would be favorable and this was realized.

### **1.10 Definition of Significant Terms**

**Access to Education:** refers to the ability to attend classes.

**Clan conflict:** Clan fights for scarce resources with their neighboring clans causing insecurity

**Completion** refers to the state of a pupil going through all grades in primary course education.

**Cultural Factors:** refers to set of beliefs, moral values, traditions, language, and laws (or rules of behavior) held in common by a nation, a community, or other defined group of people.

**Displacement;** refers to forceful and/or involuntary movement of communities

**Drought:** refers to a temporary reduction in water or moisture availability, significantly below the normal or expected amount for a specified period.

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

**Food Security:** refers when all people, at all times, have physical, social and economic access to sufficient, safe and nutritious food that meets their dietary needs and food preferences for an active and healthy life.

**Gross Enrolment:** Refers to the total members of pupils enrolled at a given time in school

**Participation;** refers to enrolment, retention and completion of school.

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

**Retention:** refers to a state where registered school pupils progress from Pre-primary to standard eight without dropping out of school.

**Security:** refers freedom from, or resilience against, potential harm from external forces.

**Transition rate;** refers to percentage of learners advancing from one level of schooling to the next

### **1.11 Organization of the Study**

The study was organized into five chapters. Chapter one covered details on the background to the study, statement of the problem, purpose and objective of the study, research questions, significance of the study, limitations and delimitations of the study, basic assumptions of the study and definitions of significant terms and

organization of the study. Chapter two focused on the review of literature based on study objectives as well as theoretical and conceptual frameworks. Chapter three focused on the research methodology, covering research design, target population, sample and sampling techniques, research instruments, data collection procedure and data analysis. Chapter four dealt with data analysis and presentation of research findings while chapter five focused on summary, conclusions and recommendations.

## **CHAPTER TWO**

### **RELATED LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presents a review of literature pertinent to the study as presented by various researchers, scholars' analysts and authors. This section covers the theoretical framework whereby theories related to the study are discussed. The chapter reviews empirical literature and the conceptual framework of variables is discussed. The review includes other scholar's work both at international and local scale. The review of literature led to drawing some significant conclusions and served as a guide mark for this study. It also gave a fair chance to identify one gap that exists in the area of research.

#### **2.2 Concept of Participation in Primary Education by Learners from Nomadic Communities**

The children's rights have been taken serious with the feelings of the fear of the law. This means many parents will take children to school in effort to obey the law (Curie, 2011). According to education act a parent commit an offence is liable for prosecution if he or she don't take the child to school. These mostly affect the primary education (Wharton & Oyelere, 2011). According to the conventions Right of the children (United Nations, 1989), the increase ability for children to speak for themselves, is partly attributed to the growth and recognition of children's rights. One of the main factors that can explain low levels of participation in primary education is the harsh climatic conditions and environment and the nomadic life style of the people in ASAL areas. Another factor is the high poverty level index that is noted in the urban as well

as rural areas of the county (Republic of Kenya TDDP, 2002-2008). Due to inadequate resources, there arise frequent conflicts between pastoralists and their neighbors both in and outside Kenya which causes insecurity and loss of lives (Republic of Kenya TDDP, 2002-2008). Schooling has direct effects on nomadic children's educational achievement, their acquisition of literacy, numeracy and scientific knowledge. The learning of specific knowledge and skills is a direct effect of classroom teaching (Good & Brophy, 1986; Rummel, 1976). The nomadic Children's participation in primary education is important in that social cognitions and feelings are powerful in predicting later outcome as intelligence or school curriculum (Lai & Thyne, 2007). These indirect effects are more elusive because they are mediated by children's motivation to learn or avoid learning, their conception of themselves as pupils, and the attributions they create for explaining success and failure.

### **2.3 The Effect of Clan Conflict on Nomadic Pupils' Participation in Primary Schools**

Pastoralists derive their livelihoods mainly from natural resources such as pasture, water, natural vegetation and livestock (Oketch, 2008). They move from one area to another in search of water and pasture for their livestock. Their movements are not restricted to one area or even country. They move into and out of the neighboring countries such as Somalia, Ethiopia, Sudan and Uganda. However, the dwindling pasture due to the persistent drought, have left the community to fight for the scarce resources with their neighbouring communities causing insecurity which result into frequent disruption of the learning process of pupils as schools are often shut down due to cattle rustling (Achoka Maiyo, 2011).



Conflict is one of the most recent development and challenges facing the world today. Although the incidence of civil wars has decreased in recent years (Harbom and Wallensteen 2009), the legacy of conflicts among communities persists across many countries around the world, especially in Africa. The economic, political and social consequences of conflicts are immense. War displaces population, destroys capital and infrastructure, disrupts schooling, damages the social fabric, endangers civil liberties, and creates health and famine crises. Almost 750,000 people die as a result of armed conflict each year (Geneva Declaration Secretariat 2008), more than 20 million people were internally, displaced by civil wars at the end of 2007 (UNHCR 2008). Any of these effects will have considerable consequences for long-term development outcomes, including the educational attainment of populations exposed to violence (Nicholson, 1992). As a shock or negative trend, conflict and insecurity can affect the well-being of households and individuals. Individuals and households respond to household and community-level shocks by drawing down sequentially on their assets to develop coping strategies. Their ability to cope is therefore largely dependent on their access to and control of assets, including social networks, and their own capabilities and agency (Kisama, 2010).

Households may face sequenced and composite shocks: for example, a cattle raid may be followed by the illness of a family member, reduced off-farm income employment and increases in children's school fees. Individuals will make decisions relating to investments, consumption, work and leisure, selecting the best possible mix of livelihood options to maintain current and future well-being for themselves and their household. These decisions will be constrained by imperfect knowledge and may have

adverse outcomes (IDMC, 2011). Conflict presents a major impediment for the realization of the EFA and Millennium Development Goals (MDGs), especially for the universal completion of primary education and gender equality in primary education (Buckland, 2005). In fact, over half of the world's primary-aged children out of school are estimated to live in conflict-affected fragile states (Nicolai, 2008).

Given that armed conflicts vary in duration, intensity and localization, educational systems may be affected in different ways. Research has exposed many dimensions of the educational system that are negatively affected by conflict, especially with regard to existing inequalities within societies, whether by region, gender or ethnicity. On the other hand, not every conflict-affected country is off track for achieving the Millennium and EFA goals (Galtung, 2000). The World Bank has identified 13 conflict affected countries that are on track to meet the goal of universal primary education, including Colombia, El Salvador, Kosovo and Sri Lanka (Buckland, 2005). Some international organizations see conflict as both a major challenge and a major opportunity, as the post-conflict environment may be fertile ground for substantial development (Buckland, 2005; Nicolai, 2008).

In order to improve educational policy responses during and after conflict periods, it is essential to understand the complex effects of conflict on education. Conflict affects education in many ways. Most tragically, it results in the death or displacement of teachers, staff and students. For example, more than two-thirds of teachers in primary and secondary schools were killed or displaced as a result of the Rwandan genocide (Buckland 2005). Cambodia and Somalia represent extreme cases. In the late 1970s the Cambodian educational system was left in ruins with virtually no trained or

experienced teaching professionals (Buckland 2005). State collapse in Somalia coupled with targeted attacks on educational infrastructure grounded the country's educational system to a halt (Abdi, 1998). War and conflict also often destroy and damage schools and educational infrastructure. The World Bank reports that as a result of the conflict in Bosnia and Herzegovina, 50 percent of its schools required repair or reconstruction (Buckland 2005). Similarly, 58 percent of primary schools in Mozambique had been closed or destroyed as a result of its long civil war (Brück 1997). The level of destruction was even higher in Iraq, at 85 percent (Buckland, 2005).

#### **2.4 The Influence of Displacement on Pupils' Participation in Primary Education**

Traditionally, cattle rustling among the pastoralists communities were considered as a cultural practice. It was sanctioned and controlled by the elders. The issue of cattle rustling had been trivialized as a mere cultural practice, yet for a period of time; there have emerged new trends, tendencies and dynamics leading to commercialization of the practice (HRW, 2008). There has emerged a new system of predatory exploitation of the pastoral economic resources manifesting itself in the form of banditry and cattle rustling. The result of this is that a big section of the pastoralist's community has been displaced and many have either been killed or maimed. The livelihoods of these groups have been completely cut. Many are trying to survive in completely new and difficult circumstances (Sommers, 2002).

Stewart and FitzGerald, (2001) and Keen, (2001), have pointed out; the impacts of violent conflict can be divided into direct and indirect effects: The first consists of

killing and wounding, while the second comprise “the indirect effects on human welfare of war-induced changes in economic, social, and political life”.

Empirical evidence suggests that IDPs move as a direct result of fighting, land confiscation, massacre of pupils, teachers, parents and fear of forced recruitment of children into the armed groups, death threats, death of family or community members, and other fear-inducing elements of conflict (Kirchoff & Ib’añez, 2002; Choike, 2009). Mooney et al., (2005), armed groups involved in conflicts have always targeted educational facilities with classrooms routinely bombed, burned or threatened leading to displacement. The combined effect of attacks on children, the fear, insecurity and trauma experienced by people living in conflict zones, and damage inflicted on schools is holding back progress on all the education for all goals. It should be noted with concern that the promise of action tomorrow is a poor response to children who are today losing their only chance of an education. Journeys to school become a life threatening experience and conflict and displacement have grave consequences for education. It is believed that education systems cannot be fully insulated from the effects of violence (Mooney et al., 2005; Bishnu, 2005).

The damage that armed conflicts cause on education is something that cannot be underestimated. Current patterns of violence with armed parties actively targeting children and schools are destroying opportunities for education on what may be an unprecedented scale (World Bank, 2005; GoK, 1999; Maiyo, 2010). Once safe and protective policies are put in place, it ensures regular school attendance and reduction of truancy. Therefore, it is necessary and very important to make sure that a fence has been put around the school for security purposes. When children are safe and

protected in schools, they can pursue their education to completion and will enhance retention rate. Displaced children are at risk of losing out on education when the receptor communities are not ready to integrate them in their schools (Buckland, 2005).

## **2.5 The Influence of Security on Nomadic Pupils' Participation in Primary Education**

Insecurity mainly focuses on threats of physical harm, crime, terrorism and community and domestic violence. As result of these security fears, children suffer as they go to school, maybe through the use of unsafe routes; insecurity that children feel at school; and the insecurity they suffer from in their homes (Thompkins 2000). As documented by Mugisha (2006) and Magadi, Zulu and Brockerhoff (2003), the intensity and duration of violent conflict and wars make the effects on education highly visible, many suffer from varying degrees of violence that can also have negative influence on educational attainment and schooling outcomes. The concern with how perceptions of personal security can impact on school enrolment and attendance is also important. Attendance (or a child in school) will always fear and worry what will happen to them or their school in case of terrorism, gun fire .The heightened sense of insecurity among residents in such area will affect school participation, as in this instance fear will refer to “the institutional, cultural and psychological repercussion of violence that produces a sense of ‘insecurity’ and vulnerability” (Moser and Rogers 2005).

According to Humanitarian Foresight Think Tank North-Eastern Kenya a Prospective Analysis / December 2015 decades of conflict and violence in Somalia have affected

the north-eastern counties. The instability in Somalia, the porous border, and population movements have caused them to face continuous insecurity. The area is one of the most chronically insecure zones of the country, characterized by high volatility through periodic outbursts of inter-communal violence, as well as attacks by Al-Shabaab. Due to years of marginalization, conflict and other re-current shocks, Wajir and Wajir counties continue to be characterized by high levels of needs and vulnerabilities. The North Eastern Counties continuously display low rate of school participation amongst other indicators like low development. Security restrictions and violent incidents have resulted in a challenging operational environment for NGO's, leading to the relocation of several non-local NGO staffs as well as contributing to shrinking humanitarian space (NSP, 2011). Due to recent terrorist attacks by Al-Shabaab, many non-local teachers and health workers have refused to return to the area, leaving behind large gaps in the health, education and nutrition sectors

## **2.6 The Influence of Food Security on Nomadic Pupil's Participation in Primary Education**

Poverty is also rampant among communities in the semi-arid parts of the country, particularly in the lower Eastern province, Coast Province, and parts of the Rift Valley province, where families struggle to make a living from subsistence farming or from livestock herding. The harsh climatic conditions and poverty has prevented over 60 percent of the eligible children in these areas from accessing schooling (UNICEF, 2005, Maiyo, 2010). Considering that getting at least one meal per day is indeed a problem for many of the children and their families (UNICEF, 2005) then school participation becomes less prioritized. Moreover, schools in these areas are already in

bad situation as they are far apart, poorly equipped, and poorly staffed. On the other hand due to the worsening economic conditions of the families, parents opt to withdraw their children from school to do manual work for instance looking after cattle and doing house chores to supplement the family finances (Heavens, 2006; Ogada, 2007).

Drought is an abnormal prolonged lack of rain resulting to dryness, lack of food and water which is particularly dangerous for the children. Historically many of the drought-induced food emergencies in the world occurred in Africa leading to food insecurity. Since 1900 to the present (more than half or 57 percent) world drought events recorded by the Centre for Research on the Epidemiology of Disaster in the EM-DAT have occurred in Africa (Minamiguchi, 2005; Meetens, 2003; Pkalya & Halakhe, 2011). However, besides the immediate threat of malnutrition and dehydration, the future of the children is at risk because so many boys and girls will be forced to drop out of school.

The area considered most prone to drought is sub Saharan part of the region. In the Northern part of Kenya the abnormally prolonged lack of rains makes it relatively drier, receiving much lower rainfall compared with the rest of the region. This has triggered stress and livelihoods shock amongst pastoralists and agro-pastoralists due to shortage of water and pasture (Ruto et al, 2010; Pkalya & Adan, 2005). The changes in weather pattern have caused serious damage to pastoral livelihoods zones causing a rise in disease amongst animals, as well as wasting and malnutrition, leading to a high mortality rate of livestock of between 40 percent and reaching up to 70 percent in some areas. The drought killed families' herds of cattle, resulting to

increased famine in the region and the pupils' education was interrupted due to hunger leading to low school participation .Crop failure followed resulting in a deficient food supply which fails to meet the demands of the greater population. The continuous food shortfalls have caused more problems because of food insecurity in the region. The poor or no crop production has been witnessed with 14 recurrent droughts since 2003, where production fell short by 95 percent (Save the Children, 2011; UNICEF, 2013; Robert, 2009)) because the region could only produce 3.4 percent of its estimated annual food demand. Since the pupils cannot go to school on empty stomach due to prolonged famine this leads to high school dropout rate in the regions.

Most children in the affected region come from pastoralist communities that depend on livestock for survival. When drought strike their families, their families often pick up and move great distance in search for water and grazing land .Even in less extreme instances ,children must often spend all day leading animals to local water source. Many schools shut down because their wells are dry. This slows down progress towards the achievement of Millennium Development Goals (MDGs) (UN, 2011, UNESCO, 2011; Republic of Kenya, 2013).

## **2.7. Summary of related Literature Review**

The reviewed literature highlighted the various factors that affect participation of nomadic pupils in primary education where the indicators of participation were found to include repetition rate, transition rate, dropout rate and completion rate. Various scholars Bishnu, 2005; Bundy, Burbano, Grosh, Gelli, Jukes and Drake, 2009; Galtung, 2000; and IDMC, 2011 state that the effect of social economic factor such as



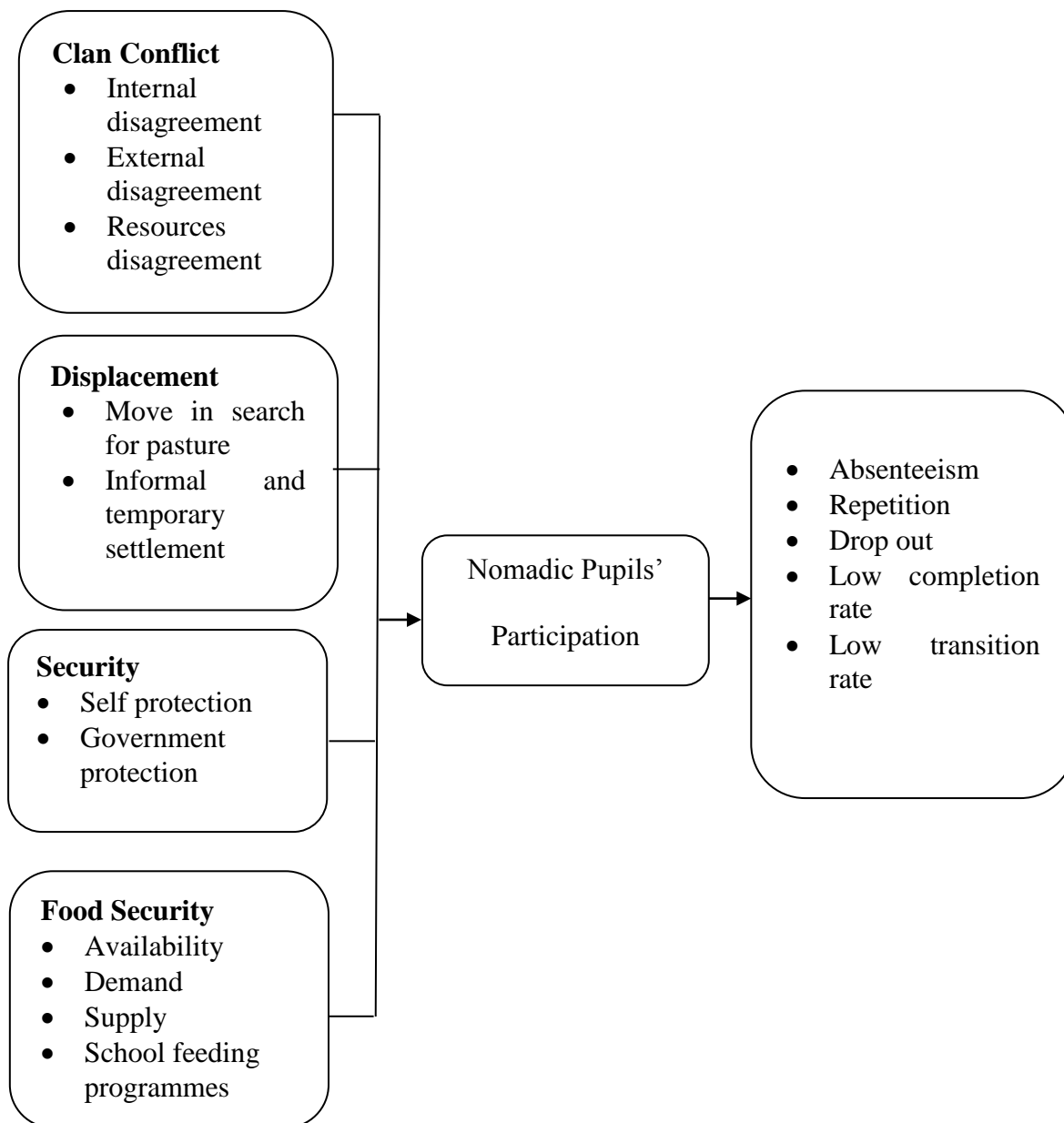
food security in participation in primary education where poverty was found to have had influenced the participation of nomadic pupils in primary education, clan conflict and its effect on education where it was found that it caused high dropout of pupils and repletion of pupils. Further, Maiyo, 2010; Moser, and Rodgers, 2005.; and Nicholson, 1992 add that displacement due to poverty was associated with drought and that it was found to influence the participation of nomadic pupils, even though poverty was mainly the economic status of the parents. Other factors were insecurity such as clan conflicts due to scarce resources and terrorism.

Finally, other scholars like Young and Sing'oei (2011); Wharton and Oyelere (2011) and UNICEF (2010) highlight that the food manifested in availability forced early marriages affecting girl's participation as result of dropping out of school. A cultural practice such as forced early marriages FGM practices has drastic effects on girl's participation as a result dropping out of schools. Research question one sought to examine the influence of clan conflict on nomadic pupil's participation in primary education in Wajir north sub-county. Research question two aims at establishing the influence of displacement on nomadic pupil's participation in primary education. Research question three sought to determine the influence of insecurity on nomadic pupil's participation in primary education. Research question four aimed at factors influencing food security on nomadic pupil's participation in primary education in Wajir North Sub- County. The study seeks to determine the factors influencing participation of nomadic pupils in primary education in Wajir North Sub-County.

## **2.8 Theoretical Framework**

This study is based on production function theory which is one of the neoclassical theories. This theory was expanded by Jorgenson et al. (2014). He was the first to algebraically formulate the relationship between the outputs and inputs. It states that a given number of inputs or factors of production can produce a wide range of outputs. This is all dependent on the way the inputs are organized, planned, and implemented. This theory relates the physical output of a production process to the physical inputs or factors of quality production. Production function theory specifies the maximum output obtainable from a given set of inputs or factors of production. In this study the inputs or factors which influence nomadic pupil's participation in primary education include; clan conflict, displacement, security and food security. All these inputs would be key in participation of nomadic pupils in primary education.

## 2.9 Conceptual Framework Primary Education



**Figure 2.1: Relationship of variables influencing Nomadic pupil's participation in primary schools**

Shields and Rangarajan (2013), conceptual framework is an analytical instrument with some variations and contexts used to make distinctions and organize ideas in a meaningful yet simplified way. The conceptual framework thus provides a means of

understanding the factors influencing pupil's participation in primary education. They include clan conflict, displacement, security and food security.

This study will be based on the concept that the participation of the nomadic pupils in primary educational is influenced by factors such as clan conflict, displacement, security and food security. When the pupils come from nomadic communities, it is likely that they will not remain in school on many occasions; their schooling will be interrupted with the urge to help their family through child labour. Strong cultural beliefs for instance the belief that children are a source of wealth and this ensures food security, increase the chances that the pupils will drop out of school. Insecurity e.g. conflicts and terrorism may negatively influence the participation of the children in primary education.

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.1 Introduction

This chapter deals with the description of the methods that were applied in carrying out the research. It is organized into the following sub-sections: research design, target populations, sample size and sampling procedure, research instruments, data collection, data analysis and data analysis techniques .

#### 3.2 Research Design

This study adapted the descriptive survey design. Mugenda and Mugenda (2003), defines descriptive research as a process of collecting data in order to test hypothesis or to answer questions concerning the current status of the subjects in the study. Since the aim of this study was to investigate factors influencing nomadic pupils participation in primary education, descriptive research suited the study. It is an excellent vehicle for the measurement of characteristics of large population (Orodho, 2003). It also gave the study an opportunity to get accurate picture and view of response to issues as well as test theories on social relationship at both the individual and group level (Kothari, 2008).

#### 3.3 Target Population

Best and Kahn (2005), a population is any group of individuals who have one or more characteristics in common that are of interest to the researcher. The target population is the head-teachers, teachers, pupils and parents in public primary schools in Wajir North Sub-County. Wajir North sub-county is divided into four zones namely Gurar, Bute, Danaba and Godoma. According to the Sub-County Education Office 2018, there

are 4088 pupils and 109 (87 male & 22 female) teachers from 20 primary schools in the Sub-county.

### **3.4 Sample Size and Sample Procedures**

The study sampled ten public primary schools in the sub-county due to the manageability of the population size. The study used simple random sampling to select the head-teacher, 144 pupils (from the 12 sampled schools) twelve from each school and 24 teachers. The study also sampled a parent in each school. The schools provided the data from which the samples were drawn using simple random sampling. Therefore, sample population for this study comprised of 3 schools per zone through purposive sampling, target class 7 & 8 pupils, 2 teachers per school totaling 24 teachers. The sample was therefore be 12 Head teachers, 24 teachers and 144 classes seven and eight pupils and 12 parents making a total of 192 respondents as shown on Table 3.1. According to Mugenda and Mugenda (2003) a sample of 30 percent is appropriate in social science study.

**Table 3.1: Sample Size**

<b>Population Categories</b>	<b>Target</b>		<b>Sample Size</b>
	<b>Population</b>	<b>Percent</b>	
Head-Teachers	18	67	12
Teachers	109	22	24
Pupils	345	42	144
Parents	175	41	12
<b>Total Population</b>	<b>640</b>	<b>30.0</b>	<b>192</b>

**Source: County Education Office, Wajir County (2018)**

### **3.5 Research Instruments**

In this study, two sets of questionnaires and interview guides were used. Gay and Airasian, (2007) state that questionnaire give respondent's freedom to express their opinions and also to make suggestions. The questionnaires were used to gather data from the head-teachers, teachers, pupils and parents. The questionnaire for the head-teachers and teachers consisted of two parts. Part one consists of items on demographic data of respondents. Part two contains questions seeking for information on the variables in the study. There was also an interview guide for parents consisting of questions on the research variables. Finally, there was an interview guide for the children consisting of questions to get information on nomadic pupils' participation in primary education.

### **3.6 Instrument Validity**

In line with Orodho (2005) suggestions on validity, the researcher used the test-retest method by giving the research instruments to three experts in the school of education for suggestions regarding content face value. Their suggestions on the content and structure were later included to improve the final draft of the research instruments.

### **3.7 Reliability of the Instrument**

As stated by Mugenda and Mugenda (2003), a pilot study was conducted to determine the reliability of the instruments and identify the sensitive and ambiguous items. This was through carrying out a pretest by issuing 10 questionnaires to the respondents in 2 schools. The data obtained was entered into the Statistical Package for Social Science research (SPSS) to determine the reliability of the tool. Cronbach's Alpha Coefficient (Orodho, 2005) was used to assess the internal consistency, where a score of 0.7 and above implied that the instrument would be considered reliable for the study. According to Mugenda (2003) Internal consistency of reliability for scaled items was tested using Cronbach's alpha ( $\alpha$ ) where an alpha score of 0.7 and above was considered ideal and satisfactory

### **3.8 Data Collection Procedures**

The researcher sought clearance from the department of Educational Planning and Administration of the University of Nairobi thereafter sought permit from the Ministry of Education state department then report to the sub – county Education officer in Wajir North sub – county. The researcher then booked appointments with the head teachers of the sampled schools and notified them of the mission and purpose of the study. The researcher personally made familiarization visits to the sampled



schools on the appointed days and dates to deliver and administer the questionnaires to the teachers and pupils. The researcher self-administered the questionnaires to clarify any question not clear to the respondents. The researcher also assured them of the confidentiality of their responses.

### **3.9 Data Analysis Techniques**

Data was edited to identify and eliminate errors made by respondents. Coding was then done to translate question responses into specific categories. Descriptive statistics such as frequency and percentages was used to analyze the data by use of descriptive statistics. The statistical software; Statistical Package for Social Sciences (SPSS), was used to analyze the quantitative data in which all the responses were categorized according to their thematic areas and analyzed based on their content .

### **3.10 Ethical Considerations**

The researcher obtained consent from all the respondents. Given the nature of the research anonymity was observed as some people may not want their names and age to be recorded. The researcher observed extreme confidentiality while handling the responses. Information was availed to the respondents that the researcher would not cause any danger directly or indirectly and that participation would be voluntary (Mugenda and Mugenda, 2003; Mulusa 1990).

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION OF FINDINGS AND DISCUSSIONS**

#### **4.1 Introduction**

This chapter covers data analysis, results and discussion. The main objective of the study was to examine the factors influencing nomadic pupils' participation in primary education in Wajir North Sub County, Wajir County, Kenya. Data was analysed using descriptive tools, findings interpreted with frequencies, percentages, while presentation was done using tables. Data findings were then interpreted to the researcher's understanding on the results trends as well as the existing knowledge for an elaborate interpretation and discussion. The chapter was presented to show the instrument response rate, the demography of the respondents, as well as the study variables in line with the research objectives which included clan conflict factors, displacement, security, and food security

#### **4.2 Instrument Response Rate**

During data collection, a total of 180 questionnaires (12 head teachers, 24 teachers and 144 pupils) were sent to the respondents, filled and picked. Table 4.1 presents the instrument response rate of the study.

**Table 4.1 Response rate**

<b>Population Categories</b>	<b>Sample size</b>	<b>Responses</b>	<b>Percent</b>
<b>Head-Teachers</b>	12	10	83.3
<b>Teachers</b>	24	22	91.7
<b>Pupils</b>	144	112	98.2
<b>Total</b>	<b>180</b>	<b>144</b>	<b>80.0</b>

Data contained in Table 4.1 shows that out of the 180 issued questionnaires, 144 (10 head teachers, 22 teachers and 112 pupils) questionnaires were. This, was represented by 83.3 percent of the headteacher, 91.7 percent of teachers and 98.2 percent of pupils, therefore, represents to a total of 80.0 percent response rate. From the discussion forums with the parents, nine parents availed themselves for the discussion group sessions giving a response rate of 75 percent. The return rate was deemed adequate for data analysis as stipulated by Mugenda and Mugenda (2003) that instrument response rate for social science studies of above 70 percent was satisfactory for analysis while response rate above 80 percent was excellent. This excellent response rate was achieved due to the researchers' creation of rapport with the respondents and ensuring that all ethical needs were met during the study time.

#### **4.3 Demographic data of the Respondents**

This section presents the findings on the general information and characteristics of the respondents. The demographic characteristics of the respondents were categorized to

give insight on the characteristics of the study respondents. The demographic data of the head teachers and teachers was based on their age, gender, marital status, academic qualification, number of years they had been in the current school.

#### 4.3.1 Headteachers and Teachers' Age Bracket

The headteachers and teachers were requested to indicate their age bracket to establish whether it had any influence on their professionalism and their findings were presented as shown in Table 4.2.

**Table 4.2: Headteachers' and Teachers' Age Bracket**

Age	Frequency (n)	Percent (%)	Frequency (n)	Percent (%)
20- 30 years	0	0.0	4	18.2
31- 40 years	1	10.0	6	27.3
41- 50 years	3	30.0	10	45.5
51- 60 years	7	70.0	2	9.01
<b>Total</b>	10	100.0	22	100.0

The study revealed that 45.5 percent of the respondents were aged between 41 and 50 years, 27.3 percent were aged between 31 and 40 years, another 18.2 percent were aged between 20 and 30 years while the remaining 9.01 percent were aged between 50 and 60 years. These results are summarized and presented in table 4.2. The results imply that majority of the respondents were aged between 41 to 50 years of age.

Demographic information on age showed that over 90 percent of the teachers were aged below 50 years, a clear indication that they are well informed on the factors influencing nomadic pupils' participation in primary education in Wajir North Sub-County. These findings point to the fact that most of the respondents are in an age

bracket (20-50) which is informed on most issues concerning the area of study and thus the researcher was confident that these were the right people to involve in the study. The study found that 72.7 percent of the respondents were male while the remaining 27.3 percent were females. This shows that majority of the respondents in the study were male.

This is an indication that the primary school administration has a workforce that is male dominated. It's important to note that the gender ratio as per government regulations has not been surpassed. This should be evident in the quality of decisions made in regards to education in the sub county. However, women were not represented in the administrative positions as all the head teachers were male.

The study sought to establish the marital status of the teachers and the results are summarized and presented in Table 4.3.

**Table 4.3: Marital status of the teachers**

<b>Respondents</b>	<b>Frequency (n)</b>	<b>Percent (%)</b>
Married	8	36.4
Single	3	13.6
Divorced	1	4.5
Widow/ Widower	10	45.5
<b>Total</b>	<b>22</b>	<b>100</b>

The study found that 45.5 percent of the respondents were widows/widowers, 36.4percent of the respondents were married, and 13.6percent of the respondents were single while the remaining 4.5 percent of the respondents were divorced. This shows that majority of the respondents in the study were widows/widowers. Demographic information on marital status showed that over 45.5 percent of the teaching staff were widowed. These finding points to the fact that most of the respondents are informed on most issues especially clan conflicts concerning the area of study and thus the researcher was confident that these were the right people to involve in a study.

Further the study sought to establish the highest level of educational qualification of the teachers. The results are summarized and presented in Table 4.4.

**Table 4.4 Teachers level of education**

<b>Level of education</b>	<b>Frequency (n)</b>	<b>Percent (%)</b>
Master's Degree	1	4.6
Bachelor's Degree	8	36.4
Diploma	6	27.3
P1	7	31.8
<b>Total</b>	<b>22</b>	<b>100</b>

In terms of the respondents' level of education, the study found that 36.4 percent of the respondents had a bachelors' degree in education as the highest level, 31.8 percent of the respondents were P1 teachers, 27.3 percent of the respondents had a diploma in

education while the remaining 4.6 percent of the respondents had attained a masters' degree in education.

The study in this part aimed at inquiring the level of education of the teachers. This would enhance in finding out the preparedness of teachers in answering the questions.

Table 4.3 shows that 68 percent of teachers had more than a diploma in education, while the 32 percent had primary education professional qualification. This shows that the teachers had the required professional qualification to serve in primary schools.

The teachers and head teachers were requested to indicate their professional experience. The results are summarized and presented in Table 4.5.

**Table 4.5: Teachers' professional experience**

<b>Age</b>	<b>Frequency (n)</b>	<b>Percent (%)</b>
1-5 Years	2	9.1
6- 10 Years	4	18.2
11-15 Years	6	27.3
Above 16 Years	10	45.4
<b>Total</b>	<b>22</b>	<b>100</b>

The study revealed that 45.4 percent of the respondents had professional work experience for over 16 years, 27.3 percent of the respondents had professional experience of 11- 15 years, another 18.2 percent of the respondents had professional experience of 6-10 years while the remaining 9.1 percent had professional experience of 1-5 years. The results imply that majority of the respondents had professional

experience over 10 years. The length of time the respondents have been working as teachers has a great impact on the responses they provide as they have a better understanding of the factors influencing nomadic pupils participation in primary education.

These results are summarized and presented in Table 4.6.

**Table 4.6 Duration as head teachers**

<b>Years as head teacher</b>	<b>Frequency (n)</b>	<b>Percent (%)</b>
0- 2 years	1	10.0
2- 4 years	3	30.0
above 4 years	6	60.0
<b>Total</b>	<b>10</b>	<b>100.0</b>

The study revealed that 60 percent of the respondents had worked as head teachers for over 4 years, 30 percent of the respondents had worked as head teachers for 2 to 4 years while the remaining 10 percent had worked as head teachers for less than 2 years. The length of time the respondents have been working as head teachers has a great impact on the responses they provide as they have a better understanding of the factors influencing nomadic pupils' participation in primary education. Further the study sought to establish head teachers' length of stay in their current station. Table 4.7 presents the findings.



**Table 4.7 Headteachers' duration in the school**

<b>Years as head teacher</b>	<b>Frequency (n)</b>	<b>Percent (%)</b>
Below 1 Year	1	4.6
2- 5 years	4	18.2
6- 10 years	6	27.3
Above 10 years	11	50.0
<b>Total</b>	<b>22</b>	<b>100.0</b>

The study revealed that 50 percent of the respondents had worked in the school for over 10 years, 27.3percent of the respondents had worked in the school for 6 to 10 years, 18.2percent of the respondents had worked in the school for 2-5 years while the remaining 4.6percent had worked as head teachers for less than 1 year. These results are summarized and presented in table 4.7. The results imply that majority of the respondents had worked in the current school for over 10 years.

The length of time the respondents have been working in the current school has a great impact on the responses they provide as they have been in the school long enough to have experienced some of the factors hindering school participation therefore have a better understanding of the factors influencing nomadic pupils' participation in primary education. The results are well illustrated in Table 4.8 Below.

**Table 4.8 Distribution by number of class streams**

<b>Number of streams</b>	<b>Frequency (n)</b>	<b>Percent (%)</b>
1	8	75
2	2	16.7
3	1	8.3
<b>Total</b>	<b>10</b>	<b>100</b>

The study reveal that 75 percent of the schools in the study sample had only one class stream, 16.7 percent of the schools had two class streams while the remaining 8.3percent of the schools had three class streams. Majority of the schools had only one class stream, this is represented by 75 percent of the respondents' answers. This is an indication that most of the school in Wajir sub-county do not have many pupils or it could be a shortage of teaching staff or lack of infrastructure in terms of classrooms. The pupils were requested to indicate their gender and the results are presented in Table 4.8.

**Table 4.8 Pupils gender**

<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
	<b>(n)</b>	<b>(%)</b>
Boys	70	62.5
Girls	42	37.5
<b>Total</b>	<b>112</b>	<b>100.0</b>

The study found that 62.5 percent of the respondents were male while the remaining 37.5 percent were females. This shows that majority of the pupils in the study were male. Also the study sought to establish pupils' class distribution. The results are presented in Table 4.9.

**Table 4.9 Distribution of pupils' class**

<b>Pupils class</b>	<b>Frequency</b>	<b>Percent</b>
	<b>(n)</b>	<b>(%)</b>
Class 7	62	55.4
Class 8	50	44.6
<b>Total</b>	<b>112</b>	<b>100</b>

The study found that 55.4 percent of the respondents were in class 7 while the remaining 44.6percent were in class 8. This shows that majority of the pupils in the study were class 7 A huge number of the respondents have been in the school for a considerable number of years and were aware of the influence of the factors that affect pupil participation in primary schools.

The study also sought to find out the pupils’ guardian. The results are presented in Table 4.10.

**Table 4.10 Distribution by pupils’ guardian**

<b>Parent</b>	<b>Frequency (n)</b>	<b>Percent (%)</b>
Mother	40	35.7
Father	18	16.1
Both parents	30	26.8
Guardian	24	21.4
<b>Total</b>	<b>112</b>	<b>100</b>

The study found that 35.7 percent of the respondents lived with their mothers, 26.8percent lived with both their parents 21.4 percent of the respondents lived with guardians who were not necessarily their biological parents while the remaining

16.1percent lived with their fathers. This shows that majority of the pupils in the study lived with their mothers.

A great number of the respondents lived with their mother followed by those who lived with both their parents then those who lived with their legal guardians. A few of the respondents lived with their father. This finding indicates that most of the fathers were not around due to reasons like working away from home, especially with their herds away from homes. The study sought to establish the family size on the pupils and asked them to indicate the number of siblings they had. This is well illustrated in the Table 4.11.

**Table 4.11 Distribution by the number of siblings in the family**

	<b>Frequency (n)</b>	<b>Percent (%)</b>
Below 2 brothers	34	30.4
Above2 brothers	78	69.6
<b>Total</b>	<b>112</b>	<b>100</b>

	<b>Frequency</b>	<b>Percentage</b>
Below 2 sisters	42	37.5
Above 2 sisters	70	62.5
<b>Total</b>	<b>112</b>	<b>100</b>

The study revealed that majority of the respondents had other siblings. 69.6percent of the respondents had more than two brothers in their family while the remaining 30.4percent of the respondents had less than two brothers. 62.5percent of the respondents had more than 2 sisters in their families while the remaining 37.5percent of the respondents had less than 2 sisters. Majority of the respondents agreed to have more than 2 sisters and more than 2 brothers. This is an indication that most of the families in Wajir North Sub-county have more than three children. This characteristic is important to the study since it points out that most of these children might face challenges while participating in primary education.

To establish the area of study topography the pupils were asked to indicate the area of their home residence. This is well illustrated in Table 4.12.

**Table 4.12 Respondents home**

<b>Residence</b>	<b>Frequency (n)</b>	<b>Percent (%)</b>
Village	64	57.1
Urban	30	26.8
Others	18	16.1
<b>Total</b>	<b>112</b>	<b>100</b>

The study revealed that majority of the respondents lived in the village. 57.1percent of the respondents lived in the village, 26.8 percent of the respondents lived in the urban areas while the remaining 16.1 percent lived in other places. Majority of the respondents stated that they live in the village. This is an indication that most of them do not have access to social amenities since most villages lack proper infrastructure. In the village, most of the respondents have to walk for miles just to access water and other necessities.

Further, the headteachers were asked to indicate the teacher enrolment in their schools. This is well illustrated in Table 4.13.

**Table 4.13 Distribution of the number of teachers in the schools**

<b>Number of teachers</b>	<b>Frequency (n)</b>	<b>Percent (%)</b>
Below 5 teachers	3	25
5-10 teachers	6	58.3
Above 10 teachers	1	16.7
<b>Total</b>	<b>10</b>	<b>100</b>

The study reveals that 58.3percent of the schools had five to ten teachers, 25percent of the schools had less than 10 teachers, while the remaining 16.7percent of the schools had more than 10 teachers. Majority of the schools had less than 10 teachers. This is an indication that most of the schools lacked teachers. The ratio of teacher to pupil is

very low which can translate to poor performance by the pupils. Scarcity of teachers in the county can be attributed the high levels of insecurity.

The study revealed that 72 percent of the teachers in the 12 sampled primary schools were male teachers while the remaining 28percent of the teachers were female teachers. The results are well illustrated in figure 4.3 below.

This is an indication that majority of the schools in the sub county had a workforce that is male dominated. The gender ratio as per government regulations has not been surpassed. This should be evident in the quality of decisions made to run the school and also contribute to the factors influencing pupils participation in primary education.

#### **4.4 Nomadic pupils' participation in primary education**

To establish the dependent variable of the study the respondents were asked to indicate some of the indicators of school participation in primary education. This section presents findings on the pupils enrolment, repetition, schools dropout as the key measures of pupils participation in Nomadic livelihood in Wajir North sub-county.

##### **4.4.1 Pupil's enrollment**

Pupils enrolment was the first measure used in the study to evaluate the level of pupils participation in public education in the study area. The head teachers were requested to indicate the total number of pupil enrolment in their respective schools. The results are well illustrated in Table 4.14.



**Table 4.14 Distribution of all pupils' enrollment in primary schools as perceived by headteachers**

<b>Number of pupils</b>	<b>Frequency (n)</b>	<b>Percent (%)</b>
below 150	1	16.7
151-300	5	50.0
301- 450	3	25.0
above450	1	8.3
<b>Total</b>	<b>10</b>	<b>100</b>

The results of the study reveal that 50 percent of the schools had an enrollment of 151 to 300 pupils, 25percent of the schools in the study sample had an enrollment of 301 to 450 pupils, 16.7percent of the schools had an enrollment of less than 150 pupils while the remaining 8.3 percent of the schools had an enrollment of above 450 pupils. Majority of the schools had an enrollment of less 450 pupils. This is an indication that most of the children in the county have not been enrolled in school or could have dropped out of school due to reasons like clan fights, early marriages and other retrogressive cultural practices.

Further the headteachers were asked to indicate the gender distribution of pupils to make comparison on their level of participation. Table 4.15 presents the study findings.

**Table 4.15 Distribution of boys' and girls' enrollment in primary schools**

<b>Number of boys</b>	<b>Boys</b>		<b>girls</b>	
	<b>Frequency (n)</b>	<b>Percent (%)</b>	<b>Frequency (n)</b>	<b>Percent (%)</b>
<b>below 100</b>	1	10.0	3	30.0
<b>101-200</b>	6	60.0	5	50.0
<b>201- 300</b>	2	20.0	1	10.0
<b>above300</b>	1	10.0	1	10.0
<b>Total</b>	<b>10</b>	<b>100.0</b>	<b>10</b>	<b>100.0</b>

The study reveals that 60.0 percent of the schools have an enrollment of 101-200 boys, 20 percent of the schools had an enrollment of 201-300 boys, 10.0 percent of the schools had an enrollment of less than 100 boys while the remaining 10.0 percent had an enrollment of more than 300 boys.

Majority of the schools had an enrollment of less 300 boys. This is an indication that most of the boys in the county have not been enrolled in school or could have dropped out of school due to reasons like joining the other men in security.

The study reveals that 50 percent of the schools have an enrollment of 101-200 girls, 25percent of the schools had an enrollment of less than 100 girls, 16.7percent of the schools had an enrollment of 201- 300 girls while the remaining 8.3percent had an enrollment of more than 300 girls. Majority of the schools had an enrollment of less 200 girls. This is an indication that most of the girls in the county have not been

enrolled in school or could have dropped out of school due to reasons like poverty, forced marriages and problems related to female genital mutilations (FGM).

#### **4.4.2 Class repetition**

The headteachers were asked to indicate whether class repetition happens in their schools. From the study findings, the headteachers agreed that there is class repetition in their schools, 91.7 percent of the respondents answered yes while the remaining 8.3percent of the respondents gave a No response. The results indicate that class repetition is common in the primary schools. The respondents gave reasons like exposure to violence which affects pupils performance in the class, some of the respondents answered that due to indefinite closure of school due to insecurity, teachers strikes have led to class repetition. Another cause of class repetition as put forward by the respondents was destruction of schools and educational infrastructure during conflicts and displacement. The head teacher were also to indicate whether or not class repetition was necessary in public primary school. Table 4.16 presents the study findings.

**Table 4.16 Distribution showing necessity of class repetition**

<b>Necessity of class repetition</b>	<b>Frequency (n)</b>	<b>Percent (%)</b>
Necessary	7	70.0
Not necessary	3	30.0
<b>Total</b>	<b>10</b>	<b>100</b>

Data contained in Table 4.16 shows that a majority of the respondents gave a Yes response to this question. 83.3 percent of the respondents answered Yes while the remaining 16.7 percent answered No. The results are illustrated in the figure below.

Majority of the respondents saw the need for class repetition. Some of the respondents were in favor of this due the high levels of insecurity which leads to the loss of teachers and loss of academic infrastructure. When this happens, pupils are forced to drop out of school until the school is secure to resume. Due to school closure, they are unable to complete the syllabus and are required to repeat. Also due to clan conflict pupils might be displaced and it might take them time before they find another place to settle down and start school. These reasons advocate for class repetition so that the pupil can resume his education.

#### **4.4.3 School drop out**

Further when asked about whether there is school dropout in their schools, 91.7percent of the respondents answered yes while the remaining 8.3 percent of the respondents gave a No response. The headteachers rating of school dropout rate results are well illustrated in figure 4.6 below

**Table 4.17 Distribution showing school drop outs**

<b>Dropout rate</b>	<b>Frequency (n)</b>	<b>Percent (%)</b>
High	7	70.0
Low	2	20.0
None	1	10.0
<b>Total</b>	<b>10</b>	<b>100</b>

The results indicate that school drop-out is common in schools in Wajir North sub county. The respondents gave reasons like clan conflicts which in most cases lead to death of family members which can trigger dropping out of school. Another reason put forward was pupils' displacement, once this occurs the pupils are forced to drop out of schools. Another reason put forward was poverty, most of the population in Wajir county are poor thus children are forced to be bread winners at an early age, girls are wedded off for wealth by the family members while the boys are taught how to fetch for their families therefore forcing them to drop out of school.

#### **4.5 The effect of clan conflict on nomadic pupils' participation in primary schools**

The first research objective sought to establish the effects of clan conflict on nomadic pupils' participation in primary schools, the researcher posed items to the head teachers/teachers, parents and pupils. Data is presented in the following section

#### 4.5.1 Head teachers and teacher's response

In order to investigate the effects of clan conflict on nomadic pupils' participation in primary schools, the study used a Likert scale in which 5,4,3,2, and 1 represented continuum scores for *Very great Extent*, *great extent*, *Moderate Low Extent*, *Low Extent* and *No Extent* respectively. These enabled the tabulation and interpretation of the responses from the research instrument. The main statistics derived are percentages and cumulative percentages. The percentages illustrated the extent to which the respondents agreed or disagreed. This is well elaborated in the table and narratives below which show the respondents and the statistics.

**Table 4.18 Teachers' response on influence of clan conflicts on nomadic pupils' participation in primary schools**

Clan conflict factors	Moderate Extent		Great extent		Very great extent	
	(n)	(%)	(n)	(%)	(n)	(%)
Shortage of pasture and water	2	9.1	14	63.6	6	27.3
Land ownership	4	18.2	6	27.3	12	54.5
Lack of government protections	6	27.3	7	31.8	9	40.9
Seek refuge	10	45.5	8	36.4	4	18.2

Majority of the respondents agreed that shortage of pasture and water influences nomadic pupils' participation in primary schools. 63.6 percent of the respondents agreed to a great extent, 27.3 percent of the respondents agreed to a very great extent while the remaining 9.1 percent of the respondents agreed to a moderate extent.

Majority of the respondents agreed that land ownership influences nomadic pupils' participation in primary schools. 54.5 percent of the respondents agreed to a very great extent, 27.3 percent of the respondents agreed to a great extent while the remaining 18.2percent of the respondents agreed to a moderate extent.

Majority of the respondents agreed that lack of government protection influences nomadic pupils' participation in primary schools. 40.9 percent of the respondents agreed to a very great extent, 31.8 percent of the respondents agreed to a great extent while the remaining 27.3 percent of the respondents agreed to a moderate extent.

Majority of the respondents agreed that seeking refuge influences nomadic pupils' participation in primary schools. 45.5 percent of the respondents agreed to a moderate extent, 36.4 percent of the respondents agreed to a great extent while the remaining 18.2 percent of the respondents agreed to a very great extent.

In order to investigate the effects of clan conflict on nomadic pupils' participation in primary schools, the study used a Likert scale in which 5,4,3,2, and represented continuum scores for *Very great Extent*, *great extent*, *Moderate Low Extent*, *Low Extent* and *No Extent* respectively. These enabled the tabulation and interpretation of the responses from the research instrument. The main statistics derived are ages and cumulative ages. The ages illustrated the extent to which the respondents agreed or disagreed. This is well elaborated in the table and narratives below which show the respondents and the statistics.

**Table 4.19 Pupils’ response on the influence of clan conflicts on nomadic pupils’ participation in primary schools**

Clan conflict factors	Moderate Extent		Great extent		Very great	
	(n)	(%)	(n)	(%)	(n)	(%)
Shortage of pasture and water	30	26.8	72	64.3	10	8.9
Land ownership	32	28.6	60	53.6	20	17.9
Lack of government protections	8	7.1	20	17.9	84	75
Seek refuge	28	25	64	57.1	20	17.9

Majority of the respondents agreed that shortage of pasture and water influences nomadic pupils’ participation in primary schools. 64.3 percent of the respondents agreed to a great extent, 26.8 percent of the respondents agreed to a moderate extent while the remaining 8.9 percent of the respondents agreed to a very great extent.

Majority of the respondents agreed that land ownership influences nomadic pupils’ participation in primary schools. 53.6 percent of the respondents agreed to a great extent, 28.6 percent of the respondents agreed to a moderate extent while the remaining 17.9 percent of the respondents agreed to a very great extent.

Majority of the respondents agreed that lack of government protection influences nomadic pupils’ participation in primary schools. 75 percent of the respondents agreed to a very great extent, 17.9 percent of the respondents agreed to a great extent while the remaining 7.1 percent of the respondents agreed to a moderate extent.



Majority of the respondents agreed that seeking refuge influences nomadic pupils' participation in primary schools. 57.1 percent of the respondents agreed to a great extent, 25 percent of the respondents agreed to a moderate extent while the remaining 17.9 percent of the respondents agreed to a very great extent.

Shortage of pasture and water which in turn leads to drought causes clans to steal from each other. Cases of cattle rustling are common in most of the nomadic communities. Lack of land ownership is also a factor that highly leads to clan conflicts. Most of the lands occupied by the nomadic communities are communally owned. Misuse of the land can cause clan conflict. Lack of protection from the government leads to more clan conflicts which leads to loss of life and property, not to forget it impacts the education system in a negative way. The current study supports Achoka Maiyo (2011) study that clan conflicts have a negative effect on education. Educational systems. Therefore, the study confirms that clan conflict as a factor has a huge impact on nomadic pupils' participation in primary school.

#### **4.6 Influence of displacement factors on pupils' participation in primary education**

To establish influence of displacement on pupils' participation in primary education the researcher posed items to the head teachers/teachers, parents and pupils. Data is presented in the following section.

In order to investigate the effects of displacement on nomadic pupils' participation in primary schools, the study used a Likert scale in which 5,4,3,2, and 1 represented continuum scores for *Very great Extent*, *great extent*, *Moderate Low Extent*, *Low Extent* and *No Extent* respectively. These enabled the tabulation and interpretation of

the responses from the research instrument. The main statistics derived are ages and cumulative ages. The ages illustrated the extent to which the respondents agreed or disagreed. This is well elaborated in the table and narratives below which show the respondents and the statistics.

**Table 4.20 Teachers’ response on influence of displacement on nomadic pupils’ participation in primary schools**

<b>Clan conflict factors</b>	<b>Moderate Extent</b>		<b>Great extent</b>		<b>Very great extent</b>	
	<b>(n)</b>	<b>(%)</b>	<b>(n)</b>	<b>(%)</b>	<b>(n)</b>	<b>(%)</b>
Shortage of pasture and water	4	18.2	6	27.3	12	54.5
Land ownership	3	13.6	5	22.7	14	63.6
Lack of government protections	5	22.7	9	40.9	8	36.4
Seek refuge	6	27.3	6	27.3	10	45.5

Majority of the respondents agreed that displacement is caused by the nomadic lifestyle which influences nomadic pupils’ participation in primary schools. 54.5 percent of the respondents agreed to a very great extent, 27.3 percent of the respondents agreed to a great extent while the remaining 18.2 percent of the respondents agreed to a moderate extent.

Majority of the respondents agreed that insecurity in the area influences nomadic pupils’ participation in primary schools. 63.6 percent of the respondents agreed to a very great extent, 22.7 percent of the respondents agreed to a great extent while the remaining 13.6 percent of the respondents agreed to a moderate extent.

Majority of the respondents agreed that drought influences nomadic pupils' participation in primary schools. 40.9 percent of the respondents agreed to a great extent, 36.4percent of the respondents agreed to a very great extent while the remaining 22.7percent of the respondents agreed to a moderate extent.

Majority of the respondents agreed that displacement occurs when they are in search of water and pasture and this affects nomadic pupils' participation in primary schools. 45.5percent of the respondents agreed to a very great extent, 27.3 percent of the respondents agreed to a moderate extent while the remaining 27.3 percent of the respondents agreed to a great extent.

In order to investigate the effects of displacement on nomadic pupils' participation in primary schools, the study used a Likert scale in which 5,4,3,2, and 1 represented continuum scores for *Very great Extent*, *great extent*, *Moderate Low Extent*, *Low Extent* and *No Extent respectively*. These enabled the tabulation and interpretation of the responses from the research instrument. The main statistics derived are ages and cumulative ages. The ages illustrated the extent to which the respondents agreed or disagreed. This is well elaborated in the table and narratives below which show the respondents and the statistics.

**Table 4.21 Pupils’ response on influence of displacement on nomadic pupils’ participation in primary schools**

Displacement factors	Moderate Extent		Great extent		Very great extent	
	Frequenc y (n)	(% )	Frequenc y (n)	(% )	Frequenc y (n)	(%)
Caused by nomadic lifestyle	16	14.3	26	23.2	70	62.5
Effects of insecurity	12	10.7	20	17.9	80	71.4
Effects of drought	16	14.3	18	16.1	78	69.6
In search of water and pasture	11	9.8	20	17.9	81	72.3

Data presented in Table 4.21 shows that a majority of the respondents agreed that displacement is caused by the nomadic lifestyle which influences nomadic pupils’ participation in primary schools. 62.5 percent of the respondents agreed to a very great extent, 23.2 percent of the respondents agreed to a great extent while the remaining 14.3 percent of the respondents agreed to a moderate extent.

Majority of the respondents agreed that insecurity in the area influences nomadic pupils’ participation in primary schools. 71.4 percent of the respondents agreed to a very great extent, 17.9 percent of the respondents agreed to a great extent while the remaining 10.7 percent of the respondents agreed to a moderate extent.

Majority of the respondents agreed that drought influences nomadic pupils’ participation in primary schools. 69.6 percent of the respondents agreed to a very

great extent, 16.1 percent of the respondents agreed to a great extent while the remaining 14.3 percent of the respondents agreed to a moderate extent.

Majority of the respondents agreed that displacement occurs when they are in search of water and pasture and this affects nomadic pupils' participation in primary schools. 72.3 percent of the respondents agreed to a very great extent, 17.9 percent of the respondents agreed to a great extent while the remaining 9.8 percent of the respondents agreed to a moderate extent.

#### **4.7 Influence of security factors on nomadic pupils' participation in primary education**

To establish influence of security on pupils' participation in primary education the researcher posed items to the head teachers/teachers, parents and pupils. Data is presented in the following section.

In order to investigate the effects of security factors on nomadic pupils' participation in primary schools, the study used a Likert scale in which 5,4,3,2, and 1 represented continuum scores for *Very great Extent*, *great extent*, *Moderate Low Extent*, *Low Extent* and *No Extent respectively*. These enabled the tabulation and interpretation of the responses from the research instrument. The main statistics derived are ages and cumulative ages. The ages illustrated the extent to which the respondents agreed or disagreed. This is well elaborated in the table and narratives below which show the respondents and the statistics.

**Table 4.22 Distribution of responses on security factors by the teachers**

<b>Security factors</b>	<b>Moderate Extent</b>		<b>Great extent</b>		<b>Very great extent</b>	
	<b>Frequency (n)</b>	<b>(%)</b>	<b>Frequency (n)</b>	<b>(%)</b>	<b>Frequency (n)</b>	<b>(%)</b>
Effects of self protection	7	31.8	10	45.5	5	22.7
Government protection	3	13.6	14	63.6	5	22.7
Porous borders	4	18.2	10	45.5	8	36.4
Inadequate security personnel	2	9.1	8	36.4	12	54.5
Inadequate resources to counter criminal cases	1	4.5	3	13.6	18	81.8

Majority of the respondents agreed that security factors influence nomadic pupils' participation in primary education. 45.5 percent of the respondents gave a great extent response to the effects of self-protection as a factor affecting participation of pupils in primary education. 31.8 percent answered to moderate extent while the remaining 22.7 percent chose a great extent. This finding indicates that self-protection as a security factor highly influences nomadic pupils' participation in primary education.

Majority of the respondents agreed that lack of government protection in the area highly influences nomadic pupils' participation in primary schools. 63.6 percent of the respondents agreed to a great extent, 22.7 percent of the respondents agreed to a very great extent while the remaining 13.6 percent of the respondents agreed to a moderate extent. This finding indicates that lack of government protection as a security factor highly influences nomadic pupils' participation in primary education. Without protection from the government there is no peace in county therefore it is

hard for pupils to attend school. Lack of protection also leads to teachers striking or abandoning their jobs for the fear of losing their lives. Children are forced to drop out of school and join militia groups to help protect the community against danger.

Majority of the respondents agreed that porous borders as a security factor influences nomadic pupils' participation in primary schools. 45.5 percent of the respondents agreed to a great extent, 36.4 percent of the respondents agreed to a very great extent while the remaining 18.2 percent of the respondents agreed to a moderate extent. This finding indicates that porous borders as a security factor highly influences nomadic pupils' participation in primary education. Lack of properly done borders leads to clan conflict and violence amongst clan members and other tribes. The violence might go for days, months or even longer until the government or a higher power intervenes to sort the border dispute. When the violence occurs, most pupils are unable to access educational infrastructure.

Majority of the respondents agreed that inadequate security personnel as a security factor affects nomadic pupils' participation in primary schools. 54.5 percent of the respondents agreed to a very great extent, 36.4 percent of the respondents agreed to a great extent while the remaining 9.1 percent of the respondents agreed to a moderate extent. This finding indicates that inadequate security personnel as a security factor highly influences nomadic pupils' participation in primary education. When the violence and disputes occur, some of the pupils are forced to drop out of school and join the security personnel to help the community retain its peace. Inadequate security also makes the parents, teachers, pupils and the community at large live in fear which recommends that the children stay at home thus are unable to attend school.

Majority of the respondents agreed that inadequate resources to counter with criminal cases as a security factor affects nomadic pupils' participation in primary schools. 81.8percent of the respondents agreed to a very great extent, 13.6percent of the respondents agreed to a great extent while the remaining 4.5percent of the respondents agreed to a moderate extent. This finding indicates that inadequate resources to counter with criminal cases as a security factor highly influences nomadic pupils' participation in primary education. Due to inadequate resources to counter attacks, some the communities are vulnerable to be attacked which leads to deaths in that community and also loss of property. Inadequate resources to counter with criminal cases also makes the parents, teachers, pupils and the community at large live in fear which recommends that the children stay at home thus are unable to attend school.

In order to investigate the effects of security factors on nomadic pupils' participation in primary schools, the study used a Likert scale in which 5,4,3,2, and 1 represented continuum scores for *Very great Extent, great extent, Moderate Low Extent, Low Extent and No Extent respectively*. These enabled the tabulation and interpretation of the responses from the research instrument. The main statistics derived are ages and cumulative ages. The ages illustrated the extent to which the respondents agreed or disagreed. This is well elaborated in the table and narratives below which show the respondents and the statistics.



**Table 4.23 Distribution of responses on influence of security factors on primary school participation- pupils' response**

Security factors	Moderate Extent		Great extent		Very great extent	
	Frequency (n)	Percent (%)	Frequency (n)	Percent (%)	Frequency (n)	Percent (%)
Effects of self-protection	22	19.6	66	58.9	24	21.4
Government protection	12	10.7	72	64.3	28	25.
Porous borders	16	14.3	32	28.6	64	57.1
Inadequate security personnel	11	9.8	20	17.9	81	72.3
Inadequate resources to counter criminal cases	7	6.3	30	26.8	75	67

Majority of the respondents agreed that security factors influence nomadic pupils' participation in primary education. 58.9 percent of the respondents gave a very great extent response to the effects of self-protection as a factor affecting participation of pupils in primary education. 21.4 percent answered to very great extent while the remaining 19.6 percent chose moderate extent. This finding indicates that self-protection as a security factor highly influences nomadic pupils' participation in primary education.

Majority of the respondents agreed that lack of government protection in the area highly influences nomadic pupils' participation in primary schools. 64.3 percent of the respondents agreed to a great extent, 25 percent of the respondents agreed to a very great extent while the remaining 10.7 percent of the respondents agreed to a moderate extent. This finding indicates that lack of government protection as a security factor highly influences nomadic pupils' participation in primary education. Without protection from the government there is no peace in county therefore it is hard for pupils to attend school. Lack of protection also leads to teachers striking or abandoning their jobs for the fear of losing their lives. Children are forced to drop out of school and join militia groups to help protect the community against danger.

Majority of the respondents agreed that porous borders as a security factor influences nomadic pupils' participation in primary schools. 57.1 percent of the respondents agreed to a very great extent, 28.6percent of the respondents agreed to a very great extent while the remaining 14.3percent of the respondents agreed to a moderate extent. This finding indicates that porous borders as a security factor highly influences nomadic pupils' participation in primary education. Lack of properly done borders leads to clan conflict and violence amongst clan members and other tribes. The violence might go for days, months or even longer until the government or a higher power intervenes to sort the border dispute. When the violence occurs, most pupils are unable to access educational infrastructure.

Majority of the respondents agreed that inadequate security personnel as a security factor affects nomadic pupils' participation in primary schools. 72.3percent of the respondents agreed to a very great extent, 17.9percent of the respondents agreed to a

great extent while the remaining 9.8 percent of the respondents agreed to a moderate extent. This finding indicates that in adequate security personnel as a security factor highly influences nomadic pupils' participation in primary education. When the violence and disputes occur, some of the pupils are forced to drop out of school and join the security personnel to help the community retain its peace. Inadequate security also makes the parents, teachers, pupils and the community at large live in fear which recommends that the children stay at home thus are unable to attend school.

Majority of the respondents agreed that inadequate resources to counter with criminal cases as a security factor affects nomadic pupils' participation in primary schools. 67percent of the respondents agreed to a very great extent, 26.8percent of the respondents agreed to a great extent while the remaining 6.3percent of the respondents agreed to a moderate extent. This finding indicates that inadequate resources to counter with criminal cases as a security factor highly influences nomadic pupils' participation in primary education. Due to inadequate resources to counter attacks, some the communities are vulnerable to be attacked which leads to deaths in that community and also loss of property. Inadequate resources to counter with criminal cases also makes the parents, teachers, pupils and the community at large live in fear which recommends that the children stay at home thus are unable to attend school.

#### **4.8 Influence of food security on nomadic pupil's participation in primary education**

In order to investigate the influence of food security factors on nomadic pupils' participation in primary schools, the study used a Likert scale in which 5,4,3,2, and

represented continuum scores for *Very great Extent*, *great extent*, *Moderate Low Extent*, *Low Extent* and *No Extent* respectively. These enabled the tabulation and interpretation of the responses from the research instrument. The main statistics derived are ages and cumulative ages. The ages illustrated the extent to which the respondents agreed or disagreed. This is well elaborated in the table and narratives below which show the respondents and the statistics.

**Table 4.24 Distribution of responses on influence of food security factors on primary school participation- teachers' response**

Food security factors	Moderate Extent		Great extent		Very great extent	
	Frequency (n)	(%)	Frequency (n)	(%)	Frequency (n)	(%)
Availability of food	4	18.2	6	27.3	12	54.5
Short Supply of food	5	22.7	7	31.8	10	45.5
High Demand of food	4	18.2	10	45.5	8	36.4
Inadequate distribution facilities	2	9.1	9	40.9	11	50

Majority of the respondents agreed that food security factors influence nomadic pupils' participation in primary education. 54.5percent of the respondents gave a very great extent response to the effects of availability of food as a factor affecting participation of pupils in primary education. 27.3 percent answered to great extent while the remaining 18.2 percent chose moderate extent. This finding indicates that availability of food as a food security factor highly influences nomadic pupils' participation in primary education.

Majority of the respondents agreed that short supply of food in the area highly influences nomadic pupils' participation in primary schools. 45.5 percent of the respondents agreed to a very great extent, 31.8 percent of the respondents agreed to a great extent while the remaining 22.7 percent of the respondents agreed to a moderate extent. This finding indicates that short supply of food as a food security factor highly influences nomadic pupils' participation in primary education. Without food or proper dietary, the pupils become malnutrition which forces them to drop out of school. Children are forced to drop out of school and help their families to look for food.

Majority of the respondents agreed that high demand for food as a food security factor influences nomadic pupils' participation in primary schools. 45.5 percent of the respondents agreed to a great extent, 36.4 percent of the respondents agreed to a very great extent while the remaining 18.2 percent of the respondents agreed to a moderate extent. This finding indicates that high demand for food as a food security factor highly influences nomadic pupils' participation in primary education. When the demand is higher than the supply education is affected.

Majority of the respondents agreed that inadequate distribution facilities as a food security factor affects nomadic pupils' participation in primary schools. 50 percent of the respondents agreed to a very great extent, 40.9 percent of the respondents agreed to a great extent while the remaining 9.1 percent of the respondents agreed to a moderate extent. This finding indicates that inadequate distribution facilities as a food security factor highly influences nomadic pupils' participation in primary education.

In order to investigate the influence of food security factors on nomadic pupils' participation in primary schools, the study used a Likert scale in which 5,4,3,2, and 1 represented continuum scores for *Very great Extent*, *great extent*, *Moderate Low Extent*, *Low Extent* and *No Extent* respectively. These enabled the tabulation and interpretation of the responses from the research instrument. The main statistics derived are ages and cumulative ages. The ages illustrated the extent to which the respondents agreed or disagreed. This is well elaborated in the table and narratives below which show the respondents and the statistics.

**Table 4.25 Distribution of responses on influence of food security factors on primary school participation- pupils' response**

Food security factors	Moderate Extent		Great extent		Very great extent	
	Frequency		Frequency		Frequency	
	(n)	(%)	(n)	(%)	(n)	(%)
Availability of food	16	14.3	70	62.5	26	23.2
Short Supply of food	16	14.3	64	57.1	32	28.6
High Demand of food	16	14.3	32	28.6	64	57.1
Inadequate distribution facilities	15	13.4	24	21.4	73	65.2

Majority of the respondents agreed that food security factors influence nomadic pupils' participation in primary education. 62.5 percent of the respondents gave a great extent response to the effects of availability of food as a factor affecting participation of pupils in primary education. 23.2 percent answered to very great

extent while the remaining 14.3 percent chose moderate extent. This finding indicates that availability of food as a food security factor highly influences nomadic pupils' participation in primary education.

Majority of the respondents agreed that short supply of food in the area highly influences nomadic pupils' participation in primary schools. 57.1 percent of the respondents agreed to a very great extent, 28.6 percent of the respondents agreed to a great extent while the remaining 14.3 percent of the respondents agreed to a moderate extent. This finding indicates that short supply of food as a food security factor highly influences nomadic pupils' participation in primary education. Without food or proper dietary, the pupils become malnutrition which forces them to drop out of school. Children are forced to drop out of school and help their families to look for food.

Majority of the respondents agreed that high demand for food as a food security factor influences nomadic pupils' participation in primary schools. 57.1 percent of the respondents agreed to a very great extent, 28.6 percent of the respondents agreed to a great extent while the remaining 14.3 percent of the respondents agreed to a moderate extent. This finding indicates that high demand for food as a food security factor highly influences nomadic pupils' participation in primary education. When the demand is higher than the supply education is affected.

Majority of the respondents agreed that inadequate distribution facilities as a food security factor affects nomadic pupils' participation in primary schools. 65.2 percent of the respondents agreed to a very great extent, 21.4 percent of the respondents agreed to a great extent while the remaining 13.4 percent of the respondents agreed to

a moderate extent. This finding indicates that inadequate distribution facilities as a food security factor highly influences nomadic pupils' participation in primary education.



## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the summary of research findings, discussion of key findings, conclusions made from the study and the recommendations for policy and practice.

The chapter also presents suggestions for further research

#### **5.3 Summary of findings**

The main objective of this study was to investigate the factors influencing nomadic pupil's participation in primary education in Wajir North Sub-county, Wajir County, Kenya. The specific objectives included; the influence of clan conflict on nomadic pupil's participation in primary education in Wajir North Sub-County; to investigate the influence of displacement on nomadic pupil's participation in primary education in Wajir North Sub-County; to investigate the influence of security on nomadic pupil's participation in primary education in Wajir North Sub-County and to establish the influence of food security on nomadic pupil's participation in primary education in Wajir North Sub-County. The study was carried out in 12 public primary schools in the sub-county due to the manageability of the population size. The study used simple random sampling to select a study sample of 180 respondents (144 pupils, 24 teachers and 12 head teachers) and questionnaires were sent. Out of those, 142 (10 head teachers, 20 teachers and 112 pupils) questionnaires were filled. This therefore represents a 78.9 percent response rate.

### **5.3 Major findings of the study**

#### **5.3.1 Clan conflict factors and Nomadic pupils' participation in primary education**

Majority of the respondents agreed that shortage of pasture and water influences nomadic pupils' participation in primary schools. 64.3 percent of the respondents agreed to a great extent. Majority of the respondents agreed that land ownership influences nomadic pupils' participation in primary schools. 53.6 percent of the respondents agreed to a great extent. Majority of the respondents agreed that lack of government protection influences nomadic pupils' participation in primary schools. 75 percent of the respondents agreed to a very great extent. Majority of the respondents agreed that seeking refuge influences nomadic pupils' participation in primary schools. 57.1 percent of the respondents agreed to a great extent.

Shortage of pasture and water which in turn leads to drought causes clans to steal from each other. Cases of cattle rustling are common in most of the nomadic communities. Lack of land ownership is also a factor that highly leads to clan conflicts. Most of the lands occupied by the nomadic communities are communally owned. Misuse of the land can cause clan conflict. Lack of protection from the government leads to more clan conflicts which leads to loss of life and property not to forget it impacts the education system in a negative way. The current study supports Achoka Maiyo (2011) study that clan conflicts have a negative effect on education. Educational systems. Therefore, the study confirms that clan conflict as a factor has a huge impact on nomadic pupils' participation in primary school

### **5.2.2 Displacement and nomadic pupils' participation in primary education**

Majority of the respondents agreed that displacement is caused by the nomadic lifestyle which influences nomadic pupils' participation in primary schools. 54.5 percent of the respondents agreed to a very great extent. Majority of the respondents agreed that insecurity in the area influences nomadic pupils' participation in primary schools. 63.6 percent of the respondents agreed to a very great extent. Majority of the respondents agreed that drought influences nomadic pupils' participation in primary schools. 40.9 percent of the respondents agreed to a great extent. Majority of the respondents agreed that displacement occurs when they are in search of water and pasture and this affects nomadic pupils' participation in primary schools. 45.5 percent of the respondents agreed to a very great extent.

### **5.3.3 Security factors and nomadic pupils' participation in primary education**

Majority of the respondents agreed that security factors influence nomadic pupils' participation in primary education. 45.5 percent of the respondents gave a great extent response to the effects of self-protection as a factor affecting participation of pupils in primary education. Majority of the respondents agreed that lack of government protection in the area highly influences nomadic pupils' participation in primary schools. 63.6 percent of the respondents agreed to a great extent. Majority of the respondents agreed that porous borders as a security factor influences nomadic pupils' participation in primary schools. 45.5 percent of the respondents agreed to a great extent. Majority of the respondents agreed that inadequate security personnel as a security factor affects nomadic pupils' participation in primary schools. 54.5 percent of the respondents agreed to a very great extent. Majority of the respondents agreed

that inadequate a resource to counter with criminal cases as a security factor affects nomadic pupils' participation in primary schools. 81.8 percent of the respondents agreed to a very great extent.

#### **5.3.4 Food security factors and nomadic pupils' participation in primary education**

Majority of the respondents agreed that food security factors influence nomadic pupils' participation in primary education. 54.5 percent of the respondents gave a very great extent response to the effects of availability of food as a factor affecting participation of pupils in primary education. Majority of the respondents agreed that short supply of food in the area highly influences nomadic pupils' participation in primary schools. 45.5 percent of the respondents agreed to a very great extent. Majority of the respondents agreed that high demand for food as a food security factor influences nomadic pupils' participation in primary schools. 45.5percent of the respondents agreed to a great extent. Majority of the respondents agreed that inadequate distribution facilities as a food security factor affects nomadic pupils' participation in primary schools. 50 percent of the respondents agreed to a very great extent.

#### **5.4 Conclusions**

Clan conflict is the number one cause of disputes in Wajir Sub-county. Lack of government protection to help end the disputes leads to loss of property and also loss of life. These clan conflicts lead to teachers striking or abandoning their jobs for the fear of losing their lives. Children are forced to drop out of school and join militia groups to help protect the community against danger. Inadequate security also makes

the parents, teachers, pupils and the community at large live in fear which recommends that the children stay at home thus are unable to attend school.

Lack of land ownership is also a factor that highly leads to clan conflicts. Most of the lands occupied by the nomadic communities are communally owned. Misuse of the land can cause clan conflict. Lack of protection from the government leads to more clan conflicts which leads to loss of life and property not to forget it impacts the education system in a negative way.

This violence also leads to displacement of people which forces pupils to drop out of school. Lack of food highly influences nomadic pupils' participation in primary education. Without food or proper dietary, the pupils become malnutrition which forces them to drop out of school. Children are forced to drop out of school and help their families to look for food.

### **5.5 Recommendations from the study**

Based on the findings and conclusion made above, the study makes the following recommendations:

- i. Conflict resolution and human rights modules be entrenched in the curriculum, interventions to bridge the gap between various ethnic communities, facilitation of inter-ethnic dialogue between traditional elders, youth and women as well as trust-building with the local administration, and making religious education a compulsory subject in both primary and secondary schools
- ii. Ministry of Education to identify how armed conflict affects education and find ways of addressing the issues.

- iii. School administration to create awareness on the importance of maintenance of peace which has an impact on provision of quality education.
- iv. The Board of Management (BOM) to bring harmony in the community, hence reducing the effects of armed conflict on education.
- v. Community affected by armed conflict in Wajir Sub-County should be helped by both the National and County government to construct houses and schools, provide a caring environment for abused children and providing families with basic needs. The government should consider sponsoring a school feeding programme to encourage those deprived to continue attending school and ensure that the perpetrators of armed conflict are arrested and prosecuted.

### **5.6 Suggestions for Further Research**

Based on findings and the scope of this study, the researcher recommends further study to be carried out in the following research areas:

- i. The study suggests that the same research should be carried out in other neighbouring Sub-Counties to establish whether primary schools in arid and semi-arid regions face the same challenges. This will enable the government to come up with long term solution to problems affecting pupils' participation in primary school education
- ii. A study on factors of other than the ones in the current study that affect pupils' participation in primary school education.

- iii. For comparative purpose, the same study should be carried in other districts with different social challenges, example, in Mandera County or such other metropolitan regions.

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## APPENDICES

### Appendix I: Letter of Introduction

University of Nairobi,

Dept of Educational, Administration & Planning

P.O. Box 30197 – 00100, Nairobi

Date.....

The District Education Officer,

P.O Box\_\_\_\_\_

Wajir North Sub –county

Wajir County

Dear Sir/Madam

**RE: REQUEST FOR COLLECTION OF RESEARCH DATA**

I am a Master of Education (Med) student at the University of Nairobi. As part of the requirement for the award of the degree, I am expected to undertake a research study.

I am requesting for your participation in a study that examines “**The Factors Influencing Nomadic Pupils Participation in Primary Education in Wajir North Sub County**”. Please fill in the questionnaires.

Your cooperation will be appreciated.

Yours sincerely,

**Ali Abdi Mohame**

## Appendix II: Questionnaire for Headteachers and Teachers

The purpose of this questionnaire is to gather information on The Factors Influencing Nomadic Pupils Participation in Primary Education in Wajir North Sub County, Wajir County, Kenya. You are asked to participate in this study by filling in the questionnaire. You are assured that your identity will be treated confidentially. Please answer all the questions provided as honestly as possible, to the best of your knowledge.

### Section A: Demographic data

1. What is your age?

20 – 30 years  30 – 40 years  40 – 50 years  50 – 60 years

2. Please tick against your gender      Male  Female

3. What is your marital status?      Married  Single  Divorced  Widowed

4. What is your academic qualification?    M. Ed  B. Ed  Diploma  P1

5. Indicate your professional experience in years (tick one)      1 – 5 years  6 – 10 year  11 – 15 years  16 years and above

6. How long have you served as a head teacher in this Sub-County?

0 – 2 years  2 – 4 years  4 and over

7. How long have you been in this school?      Less than 1 year  1 – 5 years

6 - 10 over  10 years and over

8. Indicate the number of streams in your school

One:  Two  Three  More than three

9. What is the current enrolment: Boys: \_\_\_\_\_ Girls: \_\_\_\_\_ Total: \_\_\_\_\_

10. Number of teachers: Males: \_\_\_\_\_ Females: \_\_\_\_\_ Total: \_\_\_\_\_

11. Are there cases of class repetition in your school? Yes [ ] No [ ]

If yes, what are the causes?

---

---

12. In your opinion, is class repetition necessary? Yes [ ] No [ ]

If yes to above, what are the justifications?

---

13. Has your school had any dropout of pupils? Yes [ ] No [ ]

14. Indicate the number of pupils who completed class 8 in the following years

<b>Year</b>	<b>No, completed class 8</b>	<b>No, enrolled in class 1</b>	<b>age age completion</b>
2017			
2016			
2015			
2014			
2013			

#### **SECTION B:**

This section of the questionnaire explores factors influencing nomadic pupils' participation in primary education in Wajir North Sub-County.

#### **Clan conflict factors**

With regard to clan conflict as a factor influencing nomadic pupils participation in primary education, to what extent do you agree with the following statements in your

school? Use a scale of 1-5 where 1=no extent, 2= little extent, 3=moderate extent, 4=great extent and 5=very great extent.

<b>Clan conflict factors</b>	<b>No extent</b>	<b>little extent</b>	<b>Moderate extent</b>	<b>Great extent</b>	<b>V. great extent</b>
Shortage of pasture and water					
Land ownership					
Lack of government protection					
Seek refuge					

#### **Displacement factors**

To what extent do you agree with the following statements on displacement as a factor influencing nomadic pupil's participation in primary education? Use a scale of 1-5 where 1=no extent, 2= little extent, 3=moderate extent, 4=great extent and 5=very great extent.

<b>Displacement factor</b>	<b>No extent</b>	<b>Little extent</b>	<b>Moderate extent</b>	<b>Great extent</b>	<b>V.great extent</b>
Caused by nomadic lifestyle					
Government protection					
Porous borders					
Inadequate security personnel					
Inadequate resources to counter criminal cases					

### **Security factors**

To what extent do you agree with the following statements on security as a factor influencing nomadic pupil's participation in primary education in your school? Use a scale of 1-5 where 1=no extent, 2= little extent, 3=moderate extent, 4=great extent and 5=very great extent.

<b>Security factors</b>	<b>No Extent</b>	<b>Little extent</b>	<b>Moderate Extent</b>	<b>Great extent</b>	<b>V. Great extent</b>
Effects of self protection					
Government protection					
Porous borders					
Inadequate security personnel					
Inadequate resources to counter criminal cases					

### **Food Security factors**

To what extent do you agree with the following statements on food security as a factor influencing pupil's participation in primary education? Use a scale of 1-5 where 1=no extent, 2= little extent, 3=moderate extent, 4=great extent and 5=very great extent.



<b>Food security factors</b>	<b>No Extent</b>	<b>Little extent</b>	<b>Moderate Extent</b>	<b>Great extent</b>	<b>V. Great extent</b>
Availability of food					
Short Supply of food					
High Demand of food					
Inadequate distribution facilities					

**Thank you for.**

### Appendix III: Discussion Group for Parents

Name of interviewer:.....

Location..... Date.....

Name of the informant.....

Parent of Class .....

The study title is; **Factors influencing nomadic pupils' participation in primary education in Wajir north sub county, Wajir county, Kenya.** The findings of this study will potentially determine appropriate interventions ,processes, activities for promoting effective and efficient participation in primary education. Does the following influence pupils participation in primary education in Wajir County? If yes/no, please explain

1. Clan conflict factors
  
  
  
  
  
  
  
  
  
  
2. Displacement factors
  
  
  
  
  
  
  
  
  
  
3. Security factors
  
  
  
  
  
  
  
  
  
  
4. Food security factors

## Appendix IV: Questionnaire for Pupils

### Section 1: Social demographic information

1. Gender Male \_\_\_\_\_ Female \_\_\_\_\_
  
  2. Which class are you in?
    - a) Seven
    - b) Eight
  
  3. Who do you live with?
    - Father
    - Mother
    - Guardian
  
  4. How old are you?
    - a) 11-12 Years
    - b) 13-14 Years
    - c) Over 14 Years
  
  5. How many brothers and/or sisters do you have?
    - i. Brothers \_\_\_\_\_
    - ii. Sisters \_\_\_\_\_
  
  6. Where do you stay?
    - a) Village
    - b) Urban Areas
    - c) Other
-

This section of the questionnaire explores factors influencing nomadic pupil's participation in primary education in Wajir North Sub-County.

### 1. Clan Conflict factors

With regard to clan conflict as factors influencing nomadic pupils participation in primary educations, to what extent do you agree with the following statements in your school? Use a scale of 1-5 where 1=no extent, 2= little extent, 3=moderate extent, 4=great extent and 5=very great extent.

<b>Clan conflict factors</b>	<b>No Extent</b>	<b>Little extent</b>	<b>Moderate Extent</b>	<b>Great extent</b>	<b>V. Great extent</b>
Shortagepercent of pasture and water					
Land ownership					
Lack of government protections					
Seek refuge					

### Displacements

To what extent do you agree with the following statements on displacement as a factor influencing nomadic pupil's participation in primary education? Use a scale of

1-5 where 1=no extent, 2= little extent, 3=moderate extent, 4=great extent and 5=very great extent.

<b>Displacement factors</b>	<b>No Extent</b>	<b>Little extent</b>	<b>Moderate Extent</b>	<b>Great extent</b>	<b>V. Great extent</b>
Caused by nomadic lifestyle					
Effects of insecurity					
Effects of drought					
In search of water and pasture					

### **Security factors**

To what extent do you agree with the following statements on security as a factor influencing nomadic pupil's participation in primary education? Use a scale of 1-5 where 1=no extent, 2= little extent, 3=moderate extent, 4=great extent and 5=very great extent.

<b>Security factors</b>	<b>No Extent</b>	<b>Little extent</b>	<b>Moderate Extent</b>	<b>Great extent</b>	<b>V. Great extent</b>
Effects of self protection					
Government protection					

Porous borders					
Inadequate security personnel					
Inadequate resources to counter criminal cases					

### **Food Security**

To what extent do you agree with the following statements on food security as a factor influencing nomadic pupil's participation in primary education? Use a scale of 1-5 where 1=no extent, 2= little extent, 3=moderate extent, 4=great extent and 5=very great extent.

<b>Food security factors</b>	<b>No Extent</b>	<b>Little extent</b>	<b>Moderate Extent</b>	<b>Great extent</b>	<b>V. Great extent</b>
Availability of food					
Short Supply of food					
High Demand of food					
Inadequate distribution facilities					

**Thank you for your participation!**

## Appendix V: Authorization Letter



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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

NACOSTI, Upper Kabete  
Off Waiyaki Way  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref. No. **NACOSTI/P/18/74114/24106**

Date: **24<sup>th</sup> July, 2018**


Ali Abdi Mohamed  
University of Nairobi  
P.O Box 30197-00100  
**NAIROBI.**

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

Following your application for authority to carry out research on *“Factors influencing nomadic pupils participation in primary education in Wajir North Sub County Wajir County Kenya”* I am pleased to inform you that you have been authorized to undertake research in **Wajir County** for the period ending **24<sup>th</sup> July, 2019.**

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

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a **copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

  
**BONIFACE WANYAMA**  
**FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Wajir County.

The County Director of Education  
Wajir County.

*National Commission for Science, Technology and Innovation is ISO9001:2008 Certified*

## Appendix VI: Research Permit


**THIS IS TO CERTIFY THAT:**  
**MR. ALI ABDI MOHAMED**  
**of UNIVERSITY OF NAIROBI, 0-60700**  
**MOYALE, has been permitted to conduct**  
**research in Wajir County**

**Permit No : NACOSTI/P/18/74114/24106**  
**Date Of Issue : 24th July,2018**  
**Fee Received :Ksh 1000**

**on the topic: FACTORS INFLUENCING**  
**NOMADIC PUPILS PARTICIPATION IN**  
**PRIMARY EDUCATION IN WAJIR NORTH**  
**SUBCOUNTY WAJIR COUNTY KENYA**

**for the period ending:**  
**24th July,2019**



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

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

### CONDITIONS

1. The License is valid for the proposed research, research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.
6. This Licence does not give authority to transfer research materials.
7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
8. The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.



**REPUBLIC OF KENYA**



**National Commission for Science,**  
**Technology and Innovation**  
**RESEARCH CLEARANCE**  
**PERMIT**

**Serial No.A 19681**

**CONDITIONS: see back page**



## Appendix VII: Map of Study Area

