

**FACTORS INFLUENCING THE QUALITY OF EDUCATION IN PUBLIC
PRIMARY SCHOOLS AMONG THE PASTORALIST COMMUNITIES IN
LAIKIPIA NORTH DISTRICT, KENYA**

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DECLARATION

This research project is my original work and has not been presented for an award
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DEDICATION

It is with great sincerity that I dedicate this work to my husband Erastus Ngunguru, our daughter Nelly Wambui , Son Kevin Kibuka and my mum Teresa Waguthi. In memory of my late father Gabriel Kimondo.

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LIST OF ABBREVIATIONS AND ACRONYMS

ASAL	Arid and Semi-Arid Lands
DMB	Drought Monitoring Bulletin
EFA	Education for All
FPE	Free Primary Education
IIRR	International Institute for Rural Reconstruction
INEE	International Network Education Emergencies
INEE	Inter-Agency Network for Education in Emergencies
IRR	International Rescue Relief
KCPE	Kenya Certificate for Primary Education
KNBS	Kenya National Bureau of Statistic.
MDGs	Millennium Development Goals
MDGS	Millennium Development Goals
QASO	Quality Assurance and Standards Officers
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
UN	United Nations
UNDP	United Nations Development Program
UNESCO	United Nations Education and Cultural Organization
UNICEF	United Nations International Children Fund
UPE	Universal Primary Education

ABSTRACT

The purpose of the study was to investigate the factors influencing the quality of education in public primary schools in the pastoralist communities in Laikipia North district, Kenya. The study was guided by the following objectives; to establish the extent to which conflicts affect contact time, to determine the extent to which teaching/learning resources affect pupils' performance, to examine the extent to which availability of qualified teachers affect pupils' performance and to establish the extent to which drought influence pupils' physical needs. The study adopted the Structuralism theory and applied descriptive survey research design. 75% of the population was used as sample to participate in the study. The target population was 24 head teachers, 231 teachers, 400 parents and 240 school drop-outs. The sample totals were 18 head teachers, 172 teachers, 36 parents and 36 school drop-outs.

The research findings reveal that majority of head teachers and teachers are males indicating there is no gender balance. Further findings reveal that frequent conflicts have an effect on contact time. It was found that Pupil book ratio is mainly one to five, showing acute shortage. The study established that there was a teacher shortage due to the fact that most classes have an enrolment of forty pupils and above. The study also established that drought has an influence on pupils' physical needs due to its impoverishing effect on families. The study concluded that teachers need motivation in order for them to work in the pastoralist areas and that drought has serious effects on the physical needs of the learners.

The study recommended that the government should employ enough teachers, revive the School Feeding Programme and also provide adequate teaching/learning resources. The study suggests that a study be carried out to investigate the impact of gender inequality on quality education among the pastoralist community.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study:

There is growing evidence that nomadic pastoralists' education is an emerging issue in the Education in Emergencies sector. The reasons are twofold, the extent of poverty and impact of ongoing conflict, drought, food insecurity and floods. The second one is the extent to which non-government actors like the U.N and other Non-governmental organizations have intervened to meet the population's needs, (Institute of policy Analysis and Research, IPAR, 2000)

Amidst more than 6 billion people in the World, 1200 million are pastoralists (UN Organization for Coordination of Humanitarian Affairs, (2005). An estimate of 25 to 40 million children of school age live in nomadic or pastoral households in Africa alone (Education & Gender Equity Series, 2005). In Ethiopia and Uganda for example pastoral groups are at the bottom end of the distribution. Survey and census data provide insight into the scale of this disadvantage for educational opportunities. In Uganda, 85% of the Karamojong pastoralists aged 17-22 have fewer than two years in school, compared with a national average of over six years.

The Jomtien Declaration of EFA of 1990, the Dakar Declaration of EFA 2000 and Millennium Development Goals (MDGS) all state that every child is entitled to basic rights; among which education is key. A 2007 United Nations Education and Cultural Organization (UNESCO) and UNICEF report addressed three inter-

revealed rights that must be addressed in order to provide EFA. These rights include right to access quality education (United Nations Declaration for Human Rights, (1948).The right to education is an “enabling right” – such rights provide an individual more control over the course of his life and, in particular, control over the states actions on individual, Women’s Commission, (2006)

Quality is at the heart of education. It influences what learners learn, how well they learn and what benefits they draw from their education (UNESCO, 2005). Quality education is characterized by two principles; the first identifies learners’ cognitive development as the major objective of all education systems. The second emphasis is education’s role in promoting values and attitudes of responsible citizenship and in nurturing creative and emotional development, (UNESCO, 2000).

According to Decors (1996) quality education is based on four pillars of EFA. These are learning to know, learning to do, learning to live together with others and learning to be. Quality education is merely not the passing of examinations but encompasses the discovery of talents, development of analytical, cognitive and creative potentials. It is determined and enhanced by critical imagination, positive self image, spiritual and ethical values (UNESCO, 2005). Quality education contributes to higher lifetime earnings and more robust national economic growth and helps the individual make more informed choices.

Quality education is reflected by a number of indicators. whatever classification is used it is best to think of a chain of indicators that help us link "inputs" that lead

to certain types of activities and responses of beneficiaries ("access") into achieving immediate program or project objectives ("output"), as well as broader development objectives ("outcome"). Such inputs include competent teachers, physical resources, teaching/learning resources, contact time provided between the teacher and the learners and materials like clothes and other basic necessities. Variables of quality of education discussed in this study are the performance of learners as indicated by the quality of grades, availability of qualified teachers as indicated by teacher pupil ratio, provision of adequate teaching/learning resources and the amount of contact time available.

The immediate objective of educational policies may be to raise coverage of the educational system (as measured through enrolment rates), improve its internal efficiency (retention rates) and/or raise the skills and knowledge of graduates (which can be measured through achievement tests, Rob Vos, (1996). These can only be achieved through the provision of the necessary physical facilities in the school, provision of adequate qualified teachers, relevant and adequate instructional materials and equipment, that all meet the required ratio to cater for the children. The school atmosphere should be conducive for learning, sufficient duration for learning provided, with quality assurance systems and guiding policies Malik, (1999).

However exhaustive analysis of research data shows that the quality of education systems is failing children in many parts of the world and could prevent many

counties from achieving EFA by the target date of 2015 (Ondicho, 2004). The education system should consider the entry diversities and integrate the needs of the various communities in order to accommodate all children, Onsomu et al, (2007). Living in remote areas, with children heavily involved in tending cattle and livelihood that involve movement across long distances, pastoralists face major barriers to educational opportunities. Kenya and Uganda for example, pastoral groups are at the bottom end of the distribution for educational opportunities.

In Kenya, it is estimated that there are about 6.7 million children of school age (6–13) with about 660,000 in the twelve pastoral districts. These areas have a comparatively low gross enrolment rate (GER), with a majority of children of primary school age not enrolled in schools. A huge percent of children are outside the formal system of education, possibly engaged in early marriage, child labour, herding or involved in household duties, combining these activities with formal learning. The net enrolment rates (NER) in districts where nomads coexist with sedentarized communities are high but very low where nomadic pastoralists are a majority.

Laikipia North is among the ASALs and is majorly inhabited by pastoralists some of them nomadic. Formal education system which requires children to be in school for most of the day is not quite suitable for pastoralists, as children are required to look after cattle.(SACMEQ II). Education is adversely affected by conflicts that keep children away from school (Laikipia Human Rights Activist,

Dec. 6th, 2012). Repeated cattle-rustling causes an almost closure of affected schools, (M. NEWS 24 ON 24/10/2012). Cattle-rustling is a threat to human life and adversely affects the quality of education, especially when children lose their dependents, and the feeling of insecurity that goes with it. These call for a need to provide Education in Emergencies that meet the physical protection, psychosocial development and cognitive protection that sustains and saves lives of the affected as provided for in the International Human Rights Law. Education in Emergencies ensures dignity and sustains life by offering safe spaces for learning and also offers psychosocial support.

Quality instruction and learning processes are based on the instruction between the curriculum, teacher and learners even among the pastoralist communities of Laikipia North District. Nevertheless certain factors seem to affect the quality of education in the district. These are issues like conflict, availability of teaching/learning resources, availability of qualified teachers and drought. Conflict has made it more difficult to attract trained teachers to Laikipia North. Insecurity remains a major threat to schooling with parents sometimes opting to move away with their children. EWS Bulletin (June, 2009), reported that there were cases of human and wildlife conflict in Laikipia leading to closure of a number of schools. During emergencies, affected families may be unable to purchase writing materials and other school requirements for their children. Supplies of writing materials and textbooks may be stolen during distribution in

insecure regions. All these issues have a negative effect on the quality of education.

The supply of textbooks, school resources and teaching aids can play a critical role in improving education quality and effectiveness. Instructional resources which are educational inputs are of vital importance to the teaching of any subject in the school curriculum. The use of instructional resources would make discovered facts glued firmly to the memory of students Wales (1975). Use of visual aids in lessons supplement inadequacy of books as well as arouse students interests by giving them something practical to see, do and at the same time helping them to train them to think things out themselves, Savoury, (1958). Institutions where there is a lack of qualified experienced teachers; textbooks provide a useful guide for teachers to follow.

Schools in pastoral areas experience a severe shortage of qualified teachers due to remoteness of these areas. Many schools lack teacher-housing, so teachers have to commute long distances, sometimes along insecure routes. High rate of teacher absenteeism is majorly due to dissatisfaction and travel in pursuit of transfers. This limits learning time and ultimately lowers performance. Laikipia, Standard digital news, Thursday, 11th April 2013 reported that once children report to school, they experience many challenges including inadequate learning resources and very few teachers, which keep school going children away from school, resulting to high dropout rates.

Among the practical responses offered for nomadic children is a shift from provision of mobile schools to on-site learning centers, as many children remain in one place for up to six months of the year. The Plan also emphasizes the value of boarding schools for nomadic children, to enable them to continue learning even while their families are on the move, and sets out to enroll a further 133,000 nomadic children in regular primary education (UNICEF, 2006).

Laikipia North pastoralists experience severe droughts that threaten human life, livestock and vegetation. Such disasters are caused by hazard induced climate change and interrupt education continuity due to their economic impact. The result is reduction in school enrolment as children are kept out of school due to lack of basic necessities like food, clothing and education materials (Drought Monitoring Bulletin, 2009). Disclaimer Assessment Team, (2007) reported a high drop-out rate in schools that were under the expanded School Feeding Programme since it was phased out.

Laikipia North has had a low enrolment, retention and completion and achievement rates As a result over 70% of children in these districts do not receive basic skills of literacy and numeracy (Laikipia Human Rights Activist, December 6th, 2012). Performance in national examinations has been very poor and this can be attributed to poor quality due to effects of conflict, inadequate teaching/learning resources and lack of enough qualified teachers and severe drought that impoverishes nomadic pastoralists. Poor quality of education in Laikipia is ultimately portrayed by poor performance in form of grades.

Statement of the problem

Laikipia North has had a low enrolment, retention and completion and achievement rates. As a result, over 70% of children in these districts do not receive basic skills of literacy and numeracy, and this can be attributed to poor quality. A high drop-out rate, as can be observed in Appendixes F and G, is an indication that quality education has not been achieved in the district. In addition, various non-governmental organizations like UNICEF, UNESCO and IIRR have been making interventions geared towards promotion of education in the area. Therefore, there is a need to carry out a systematic study to find out the effects of perennial conflicts and recurrent drought in Laikipia North District on provision of quality education to the pupils in public primary schools so that the findings will lead to recommendations for the future.

1.3 Purpose of the study

The purpose of this study was to investigate the factors influencing the quality of education in public primary schools among the pastoralist communities in Laikipia North district, Kenya.

1.4 Objectives of the study

The study was guided by the following objectives;

- i. To establish the extent to which conflicts affect contact time in public schools in Laikipia North District.

- ii. To determine the extent to which teaching/learning resources affect pupils' performance in public schools in Laikipia North district
- iii. To examine the extent to which availability of qualified teachers affect pupils' performance in public schools in Laikipia North District.
- iv. To establish the extent to which drought influence provision of physical needs of pupils in public schools in Laikipia North District.

Research questions

The study was guided by the following research questions;

- i. To what extent do conflicts affect contact time in public schools in Laikipia North district?
- ii. To what extent do teaching/learning resources affect pupils' performance in public schools in Laikipia North district?
- iii. To what extent does availability of qualified teachers influence pupils' performance in public schools in Laikipia North district?
- iv. To what extent does drought influence provision of physical needs of pupils in public schools in Laikipia North district?

1.6 Significance of the study

Although many researches on education of pastoralist communities has been done in Kenya and other parts of the world, this paper particularly sought to determine a way which ensures improved quality of education. Findings from this study may be of significance to the head teachers of public schools in creating awareness on

factors that influence performance and hence, may be used to seek ways of improving education. The findings of the study may also be important to the ministry of education in identifying areas of weakness in the public schools and hence concentrate on such areas during their supervision and inspection by the Quality Assurance and Standards Officers (QASO).

The findings may be useful to the government in revising the decision of teacher deployment in public schools by posting enough teachers so as to improve the quality of education. Secondly it may consider offering relevant and flexible education that suits pastoralists. The government can also make interventions that seek to address issues of social exclusion, marginalisation and inequality among pastoralists. Findings may also influence scholarly research theory and practice, leading to an educational intervention on the factors that influence quality education among public schools.

1.7 Limitations of the study

In this study it was not possible to control the attitudes of the respondents which may affect the validity of the responses. This is because respondents may give socially acceptable answers to please the researcher. During the study it was not possible to adequately measure the factors that influence the quality of education because some of those factors were beyond the scope of the study. Also, some respondents were afraid to reveal information they considered intimate to them. Nevertheless, they were assured that information would be held

with confidentiality. Due to schools being far apart and problems of transport experienced in the area the study was carried out, the researcher spent only a limited time interacting with respondents, a factor which could influence the outcomes.

1.8 Delimitations of the study

Research was carried out only in public schools in Laikipia North district. This was based on the fact that public primary schools have a low enrollment and there has been a high drop out. The quality of grades in national examination has also been below average. Though there may have been other factors that influence the quality of education in public schools, the study concentrated only on conflicts, Teaching/learning resources, qualified teacher availability and drought and the extent to which these factors influence the quality of education.

The findings of the study may not be generalized to other public schools. This is because the conditions in public schools in Laikipia North district may not be the same as those in other parts of the country.

1.9 Basic assumptions of the study

The study was based on the following assumptions;

That, public schools met the required standards by the Ministry of Education (MoE) to offer education.

That, students admitted in these schools meet the minimum entry requirements and that the schools have qualified teachers as per the requirements of the MoE.

1.10 Definition of significant terms

The following are the operational definitions of significance terms as used in this study;

Education in Emergencies is the provision of quality educational opportunities that meet the physical protection, psychosocial development and cognitive needs of the people affected by emergencies which can be both life sustaining and life-saving. (Save the Children UK definition)

Instructional materials refer to items that are designed modified and prepared to assist in the teaching/learning operations.

Pastoralists are people who mainly live and derive most of their food and income from raising domestic livestock. They do not have a recognized residence and move from place to place in search of pasture and water. (Your Dictionary)

Performance refers to the pupils' level of achievement in academics in terms of the total marks obtained in an examination

Physical facilities refer to buildings like classrooms, laboratories, libraries, administration offices and fields.

Quality education is involved with healthy, ready to learn learners, has relevant curriculum and adequate materials, is child centered with learner friendly environment and has defined learning outcomes.(UNICEF definition)

Supervision refers to the practical designed to improve teachers' classroom performance. It is a collaborative exercise where the Quality Assurance Officer

inspects teachers work so as to give them advice geared towards improving quality.

Teaching/Learning resources refer to materials like books that enhance learning to students and the teachers also use to improve their work as they provide information required and other guidance.

1.11 Organization of the study

This study is organized into five chapters. Chapter one covers the introduction or background of the study, the statement of the problem, the purpose of the study, objectives of the study, research questions, significance of the study, limitation of the study, delimitations of the study, the basic assumptions of the study and definition of the significant terms. Chapter two focuses on the literature review, summary of reviewed literature, theoretical framework and conceptual framework. Chapter three presents research methodology, introduction, research design, target population, sample size and sampling procedure, research instruments, instrument validity, instrument reliability, data collection procedures and data analysis techniques. Chapter four reports on data analysis, findings and discussions. Chapter five contains the summary of findings, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature on the factors that are likely to influence education in public primary schools among the pastoralist communities. The extent of poverty, impact of on-going conflicts, availability of adequate teaching and learning resources, availability of qualified teachers and impact of drought and their effects on education. The theoretical and conceptual framework is also presented.

2.2 Factors influencing quality education

Quality is the general standard or grade of something. An essential identifying nature or character of somebody or something, Quality Digest Magazine, (2001)

Quality in education may refer to indicators of fitness for educational purpose that is institutional mission and vision, levels of achievement, perfection, excellence and value for money spent on education. Quality may refer to what students will have learnt – what they know, what they can do and what their attitudes are as a result of their interaction with their teachers, departments and environments of education institutions, William Sabeya, (2011)

Quality education is crucial to getting and keeping children in school. For parents to invest in education, and for children to stay in school, they have to believe it is worthwhile. It has to be relevant and provide skills and opportunities that enable

children to develop and contribute to their communities and wider society. Achieving quality is one of the Education For All goals and legally binding obligation on government, (UNESCO, 2000)

The Dakar Framework asserts that ‘education systems must be inclusive of all learners, actively seeking out children who are not enrolled and responding flexibly to the circumstance and needs of all learners, UNESCO (2000). According to the World Declaration on Education For All (1990), the need to remove educational disparities within countries, emphasizing the importance of girls’ education, the needs of particular groups – nomads – are learning to improve education policy for pastoralists in Kenya. ‘Learning through a variety of delivery systems’ and the adoption of ‘supplementary alternative programmes’, the government of Kenya had the opportunity to revise its policies and practices to tackle chronic gender-based and geographical disparities.

With the introduction of free primary and affordable secondary education, there has been a major concern on the enrollment and quality is not emphasized. The success of teaching and learning in these schools is likely to be strongly influenced by the resources both material and human made available to support the process. . In order to achieve a just and egalitarian society, schools should be properly and uniformly equipped to promote sound and effective teaching,(Nigerian National Policy of Education 1981). Suitable textbooks, qualified teachers, libraries which are adequate should also be provided for schools. Scarcity of these, according to Coombswills, (1970), constraint

educational system from responding more fully to new demands. In order to raise the quality of education, its efficiency and productivity, better learning materials are needed. Also important is the direct ways in which these resources are managed (UNESCO, 2008). Performance of students at all levels is influenced by various factors which may be internal or external that contributes to the quality of education. The following section presents factors that are likely to influence the quality of education in public schools.

2.3 Influence of conflicts on quality education.

Conflict is defined in many ways; there is no unanimity among the scholars about what constitute a conflict. One school, dominant in North America, defines conflict in terms of clash of interest between two parties. Contradiction is universal, absolute, existing in all processes of the development of things and running through all processes from beginning to end (Currie, 2011). . According to Nicholson (1992), "a conflict exists when two people wish to carry out acts which are mutually inconsistent. The definition of conflict can be extended from single people to groups and more than two parties can be involved in a conflict.

During livestock raids many households' herds diminish to the extent of material insignificance and arguably the armed violence coupled with lack of alternative economic opportunities, creates irreversible conditions of poverty. Violence affects the most vulnerable segment of the population and significantly lower access to economic, social and cultural rights. When economy is affected

schooling is affected since parents need money to pay fees for their children's education.

Conflict affects education in several ways. It destroys infrastructure (Abdi, 1998), displaces and most tragically results in the deaths of students, parents and teachers (Buckland, 2005), causes problems in harmonizing school calendars across clash affected regions (UNICEF,2005) while schools remain closed for an indefinite period of time (Bruck, 1997), and has a damaging and pernicious socio-psychological impact on students (Sant, 2010). Across country analysis by Lai &Thyne (2007), showed that countries experiencing civil war suffer a decline in school environment by 1.6 to 3.2 percentage points. Evidence is growing at the sub-national level that the outcomes are similar.

Terror and violence cause psychological damage, the extent of which varies from child to child, with potentially serious effects on social and emotional development UNICEF, (1999). Conflicts disrupt livelihoods causing unemployment among young pastoralists thereby turning them into key participants in conflicts and also destroying the limited welfare facilities, leaving children with no access to education services, Pragma, (2009).In emergency situations, stereotypical gender roles can be more easily accepted and acted upon, even if they go against the grain of gender equality (UNESCO, 2006). This may mean that gender opportunities for both boys and girls to a quality education can be limited or even removed.

Following a flood or earthquake, for example, girls may be tasked with fetching water or staying at home to care for their family. During conflict situations boys are at risk of being recruited by militant groups. Forced recruitment is a common means through which children become soldiers especially the poor and the marginalized. Power, glamour and vigor and excitement also figure in children's excitement to join armed groups (UNICEF, 2003). As infrastructure fails, protection systems also break down, increasing the risk of exploitation and violence, especially among girls, with longer walks to school and limited availability of separate sanitation facilities International Network for Education in Emergencies (INEE, 2010). As a result, many girls and boys may not attend school or are forced to drop out).

Conflict has made it more difficult to attract teachers to the northern part of the country. High rates of teacher absenteeism reflect underlying problems. Many schools lack teacher-housing, so teachers have to commute long distances, sometimes along insecure routes. Teachers' income also tends to be far lower than in more prosperous areas partly because poverty reduces the supplement households pay (UNICEF, 2007). Education is adversely affected by conflicts that keep children away from school (Laikipia Human Rights Activist, Dec. 6th, 2012) Pastoralist communities frequently engage in conflicts over pasture and water. Outdated traditional practices affect many children from the pastoralist communities hindering them from attending school. This promotes illiteracy, a

stumbling block to community development and the nation's growth, International Rescue and Relief IRR, (2007).

Kratli, (1970), argues that mobile and boarding schools have not always been the best solution. He launched a programme aimed at improving enrolment by setting up low-cost boarding schools. However, the new educational facilities were flooded by pupils from non-pastoral ethnic groups and were disregarded by the pastoralist. Mobile schools, likewise, can sometimes turn out to be costly and unsustainable.

2.4 Influence of teaching and learning materials on quality education

Instructional resources which are educational inputs are of vital importance to the teaching of any subject in the school curriculum. The availability and use of teaching and learning materials affects the effectiveness of teachers' lessons. Avalos (1991) says that the quality of education the learner receives bears direct relevance to the availability or lack of instruction materials. All individuals have a right to a quality educational facility, a physical space that supports a multiple and diverse teaching and learning programs and pedagogies.

The supply of textbooks can play a critical role in maintaining education quality and effectiveness. In situations where there is a lack of qualified, experienced teachers, textbooks provide a useful guide for teachers to follow. The use of instructional resources would make discovered facts glued firmly to the memory of students Wales (1975). Use of visual aids in lessons supplement inadequacy of

books as well as arouse students interests by giving them something practical to see, do and at the same time helping them to train them to think things out themselves, Savoury, (1958). Institutions where there is a lack of qualified experienced teachers; textbooks provide a useful guide for teachers to follow.

Momoh (1980) after carrying out a research on the effects of instructional resources on students' performances in WASC examination in Kwara State and correlating material resources with academic achievements concluded that material resources have a significant effect on students' achievement. In the same vein, Popoola (1990), achievements of students in schools with adequate material resources and achievements of students in schools with inadequate material resources have a significant difference.

Education supplies should respond to the country's culture and local practices in education while encouraging the participation and active learning of children: Be available for distribution quickly following emergency events, Include not only teaching/learning materials, but also promote attendance for instance by providing clothing and hygiene items. They should also be consistently delivered during a chronic crisis. As much as possible they should be procured from local suppliers (UNESCO 2008).

During emergencies, families maybe unable to purchase writing materials and other school requirements for their children furthermore Supplies of writing materials maybe stolen during distribution in insecure regions. Education supplies

should correspond to the country's culture and local practices in education while encouraging the participation and active learning of children. Wales (1975) was of the opinion that the use of instructional resources would make discovered facts glued firmly to the memory of students.

Savoury (1958) also added that, a well planned and imaginative use of visual aids in lessons should do much to banish apathy, supplement inadequacy of books as well as arouse students' interest by giving them something practical to see and do, and at the same time helping to train them to think things out themselves. Savoury (1958) suggested a catalogue of useful visual aids that are good for teaching history i.e. pictures, post cards, diagrams, maps, filmstrips and models. He said that selection of materials which are related to the basic contents of a course or a lesson, helps in-depth understanding of such a lesson by the students in that they make the lesson attractive to them, thereby arresting their attention and thus, motivating them to learn. He suggested a catalogue of aids which could be used to teach history. He advocated the use of pictures which will help children in grounding their thoughts and feelings. He said that pictures are used as alternatives to real objects where it is impossible to show students the real objects, and they do serve effectively in tan imagined activities. Several people have written on the importance of instructional resources to teaching, Oluyori (1986) while stressing the importance of instructional technology commented that if the recently introduced system (6-3-3-4) in accordance with the National Policy on Education is to be a success, then instructional technology has a role to play.

Balo, (1971) commented that “Audio-visual materials, as integral part of teaching-learning situations help to bring about permanent and meaningful experience. He said that, they provide first-hand experience where possible or of vicarious one where only that is feasible.

In enumerating the factors that could be responsible for varying intra-and inter-school/academic achievement, Coombs (1970), listed four important factors including instructional resources and manpower not merely to carry on the present work of education, but to raise its quality, efficiency and productivity and that they will need buildings, equipments and more learning materials to promote performance in schools.

2.5 Influence of qualified teachers on quality education

Pastoralist’s areas have been historically marginalized and lack social facilities like electricity, water, hospital and other infrastructure required in the modern world. The trained teachers who are posted to these areas are forced to search for these necessities and at the same time look for transfers, or worse still some refuse to report to these areas after deployment. This reduces instruction time which is an indicator of the quality of education, ultimately indicated by poor performance and school drop-out.

It is also very vital to have sufficient and adequate human resources in terms of teacher quality for the teaching of all subjects in the school curriculum. Without the teachers as implementing factors, the goals of education can never be

achieved. Knezewich (1975) also stressed the importance of having appropriate personnel plan and adequate physical facilities to support educational effort. Ukeje (1970) and Fafunwa (1969) have written extensively on the prime importance of qualified teachers to the educational development of any nation be it simple, complex, developed or developing. From the writings of these educators, one can infer that whatever facilities are available, whatever content is taught, whichever environment the school is situated and whatever kind of pupils are given to teach, the important and vital role of the teacher cannot be over-emphasised. Assuming that necessary facilities are adequately provided for, the environment is conducive to learning, the curriculum satisfies the needs of the students and the students themselves have interest in learning, learning cannot take place without the presence of the teacher.

Teachers represent a large proportion of the input of an educational system. Coombs (1970) observed that “the problem of teacher supply is not one of simple numbers. It is first and foremost a problem of quantity and of getting the right quality. Fayemi (1991) also observed that “it is a truism that teachers are the hubs of any educational system” that upon their number, their quality and devotion depends the success of any educational system”. The overall problem of preparing the future citizens of Africa who will be fully oriented to their environment cannot be fully accomplished without the aid of competent teacher, Fafunwa (1979).Fagbamiye (1977) noted that schools with stable, experienced and

qualified teachers usually have better school facilities in terms of school buildings, books and equipments than those schools which have difficulty in attracting experienced and qualified staff.

Akintayo (1980), Teachers are indispensable resources in teaching and learning. Bennell, Bulwani and Musikanga (2003) (Darling and Hammond, (1997), Adeyemic (1998) reported that a teacher who does not have both the academic and the professional teacher qualification would undoubtedly have a negative influence on the teaching and learning of his/her subject. Conflict has made it more difficult to attract teachers to the northern part of the country. High rates of teacher absenteeism reflect underlying problems. Many schools lack teacher-housing, so teachers have to commute long distances, sometimes along insecure routes. Teachers' income also tends to be far lower than in more prosperous areas partly because poverty reduces the supplement households pay (UNICEF, 2007)

2.6 Influence of drought on quality education

Drought is a sustained period of little or no rainfall so that moisture is insufficient for plant growth. Impacts of drought can be economic, environmental or social, (UN Office for the Co-ordination of Humanitarian Affairs)

Persistent droughts as well as frequency of natural disasters in the arid and the semi-arid areas of the world have made already difficult living conditions for pastoralists even more perilous, and vulnerable societies in the world (Fareh,

2003). Shortage of rainfall, resulting water scarcity, and loss of pasture is a major cause of poverty (Little, McPeak, Barrett and Kristjanson, 2008). Families slipping into poverty obstructs efforts that teachers make in class not only because food is a physiological need that is basic for survival but it also causes emotional disturbance in children when they lack necessary hygiene and school requirements,(INEE Minimum Standards). Oxfam (2005) asserts that poverty and destitution are critical factors affecting provision of quality education.

Drought crippling the horn of Africa is particularly dangerous not only due to its threat on malnutrition and dehydration but their future is also risk because so many boys and girls are out of school, Nybo (2006), yet access to education is a factor to be considered in measuring whether education available is of good quality. Issues of access, equity and quality still remain problematic especially in drought stricken, remote areas which are characterized by the highest percentage of children not in school especially at higher levels of education.

In Laikipia, severe drought is a threat to human, livestock and vegetation. Such disasters are caused by hazard induced climate change and interrupt education continuity because it impoverishes pastoralists economically making it hard for them to meet educational necessities, like food, clothing and educational necessities.

Drought has an effect on the quality of education offered in these areas because of its effects on enrollment, retention and performance, which are indicators of education quality. Long periods of drought leads to significant loss of livestock, severely affecting the livelihoods of pastoral communities with a rise in pastoral school drop-out (Assessment of Education, Somalia, May 15, 2013). This is as a result of parents withdrawing their children in times of these hardships and involving them in alternative sources of livelihoods like charcoal burning and paid labour so as to supplement family income.

Parts of Ethiopia reel from effects of drought that result in increased number of drop-outs, IRIN (2012) High repetition in these areas is due to long periods of interruption to help the child cover what was learnt in their absence.

Pastoralist mobility pattern is mainly in response to drought and in search of pasture and water. Movement disrupts learning and the quality of education resulting to high absenteeism and drop-out. Quality education is enhanced through full participation. Participation promotes interest in learners and help their minds to grow in creativity but absenteeism kills the learning morale in students (PAA,2011)

Lack of sufficient and right type of food is known to cause malnutrition. Chronic malnutrition has negative effects on education due to slow growth in children and a slow brain and psychomotor development that lead to poor performance or

worse even, retardation. Mozambique's children face many challenges from rates of chronic malnutrition as high as 53% in areas of food security programmes, (Save the Children, 2013).

2.7 Summary of literature review

Literature closely related to factors that affect quality education include conflicts, teaching/learning resources, availability of qualified teachers and drought. A number of reasons explain this situation thus include long distances to school, interruptions, curriculum removed from the needs of the communities, insecurity, scarcity of water and pasture for the livestock and high level of poverty among ASAL communities. As a result of violence, impact of climate change and economic marginalization, pastoralist communities are burdened with basic needs thereby sidetracking education. Contact time between learners and their teachers is inhibited by interruptions due to conflicts and prolonged droughts that keep children out of school. As a result many of them end up dropping out completely or repeating classes of those who go back when normalcy is attained. Studies that have been carried out establish that there has been a lower enrolment, retention and completion and achievement rates among pastoralists areas in Kenya than the rest of the country. (Mugo et al, 2009, Sifuna, (2005).

2.8 Theoretical framework

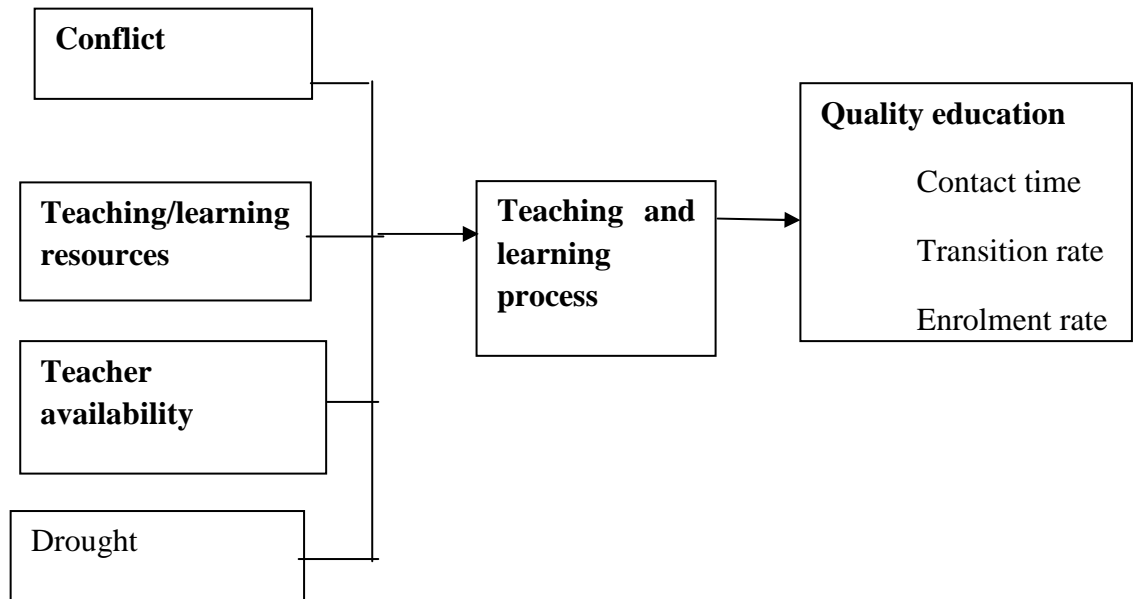
The study employs structuralism theory. Duffield (2001) argues that increased violence is a product of the highly exclusionary contemporary informational

economy and polity where large group geographical parts of the world are marginalized. Neo-liberal global economy and its related governance mechanisms lock many groups out of the benefits of globalization and increase the likelihood of entry into illicit activities, such as crime and violence. Interventions are likely to address human security and insecurity that produce violence by addressing issues of social exclusion and inequality. This link between poverty and conflict may also present dangers to addressing the poorest and most marginalized population groups, with aid being shifted to countries whose instability might pose a greater threat to Western interests than others.

2.9 Conceptual framework

A concept is an image or symbolic representation of abstract idea. Chinn and Kramer (1999) define a conceptual framework as complex mental formulation of experience. The conceptual framework in this study shows the inputs and factors that influence teaching/learning process to produce favorable or unfavorable outputs. The conceptual framework of the study is presented in fig 2.1.

Figure 2.1 Factors influencing quality education



Certain inputs provided for in the school by the government and other stakeholders, together with factors affecting teachers and learners has an impact on the learning process. Inputs like provision of qualified teachers, availability of sufficient and necessary teaching/learning resources that promote curriculum coverage, and the prevailing environmental factors, man- made or natural, determine how successful the teaching/ learning process is. The interrelationship variables within the school setting will have different results within the school (output). All these factors will impact directly on the kind of teaching and learning process that goes on in schools to produce quality.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The study aimed at investigating the factors influencing the quality of education in public primary schools among the pastoralist communities of Laikipia North District, Kenya. The study was carried out in Laikipia North District with samples being drawn from the district because it was not practical to collect data from the whole district. This section discusses the research methods that were used in this study and covers research methodology organized into the following sub-headings: research design, target population, sample size and sampling procedures, research instruments, validity of instruments, and reliability of the instruments, data collection procedures and data analysis.

3.2 Research design

The design for this study was descriptive survey. Descriptive survey designs are used in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret for the purpose of clarification. Borg and Gall (1989) note that descriptive survey research is intended to produce statistical information about aspects of education that interest policy makers and educators. The choice of the descriptive survey design was made based on the facts that in this study, the researcher was interested in the factors affecting quality education among the pastoralist communities of Laikipia North and no

variable is manipulated. Descriptive survey design therefore was to gather information concerning factors influencing quality education in public schools in Laikipia North district.

3.3 Target population

Orodho, (2004) defines population as all the items or people under consideration. For this study, the target population consisted of 24 head teachers, 231 teachers, 400 parents and 240 school drop-outs from 24 public schools in Laikipia North District.

3.4 Sampling techniques and sample size

Sampling as defined by Orodho, (2004) is the process of selecting a sub-set of cases in order to draw conclusions about the entire set.

Mugenda and Mugenda, (2003), Gay, (1992), suggest 10% for the accessible population is enough while 30% or more may be required for a smaller population, and that the smaller the target population the higher the sample size, if a population of 10 uses 10. The researcher sampled 18 schools in the district, therefore 18 head teachers of sampled schools participated in the study. This was done by acquiring a list of public schools from the County Director and randomly selecting 18 schools. A 100% of the teachers, meaning all the teachers in each of the 18 schools were used as respondents due to the small population size.

The researcher also sampled two school drop-outs and two parents in each school through purposive sampling and ensured there is gender balance.

Table 3.1: Sample sizes for different population sizes

Respondents	Target population	Sample size
Head teachers	24	18
Teachers	231	172
Parents	400	36
School drop outs	240	36
Total	890	262

3.5 Research instruments

The researcher used self-administered questionnaires to solicit data from the respondents. A questionnaire is a research instrument that gathers data over a large sample Kombo and Tromp, (2006). As Kiess and Bloom Quist (1989), observed that questionnaire offers considerable advantages in its administration. It can be used for large numbers of populations of data. All the questionnaires were expected to produce information on factors affecting quality education among the pastoralist communities of Laikipia North. The head teachers and teachers' questionnaires had two sections. The first Section comprised of background information while the second section comprised of factors influencing quality education in public schools in Laikipia North. The respondents were to indicate their choices of answers by ticking against the items they selected. Interview

guides were used for the parents and school drop-outs. These too contained information on quality of education.

3.6 Instrument validity

Validity refers to accuracy of measurement. A measuring instrument is considered to be valid only when it measures what it is supposed to measure (Best, 1993). The instruments for this study were therefore validated through the application of content validity which was determined by consulting experts. Gay established content validity as a matter of judgment by researcher and professionals. First the instruments were validated by the researcher's supervisors. Secondly, its validity was tested by administering questionnaires to one head teacher two teachers, two parents and two school drop-outs from two schools which were not included in the study. This was done in order to find out irrelevant, ambiguous and inadequate items. Unnecessary items were discarded; others were modified for the improvement of the instrument.

3.7 Instrument reliability

Mugenda and Mugenda (2003) defines reliability as a measure of the degree to which a research instrument yields consisted results or data after repeated tests will be administered in a number of times. Test of reliability is concerned with securing consistent results with repeated measurements on the same person. The instrument is reliable when it provides consistent results. Test-retest technique was used. This involved administering the same instrument twice to the same

group of subjects with a week's time lapse between the first and second test. A comparison between the responses obtained in the two tests was done using Pearson's correlation co-efficient formulae (r) as indicated below.

$$r = \frac{\sum_{i=1}^n (X_i - \bar{X})(Y_i - \bar{Y})}{\sqrt{\sum_{i=1}^n (X_i - \bar{X})^2} \sqrt{\sum_{i=1}^n (Y_i - \bar{Y})^2}}$$

Where $\sum xy$ = sum of

the gross product of the values of each variables

$(\sum X)(\sum y)$ = product of the sum of x and the sum of y and N = total number of items arson's correlation co-efficient formulae (r) as indicated below.

Piloting was done comprising of one head teacher, two teachers, two parents and two school drop-outs all of whom were not included in the study. If the reliability of the instrument is above 0.8, it is considered to have a very good reliability. The pilot study obtained a coefficient correlation of 0.75. This means that the research instruments could be relied upon for the study.

3.8 Data collection procedures

The researcher sought permit from the National Council for Science and Technology (NCST) before visiting Commissioner Laikipia North District and County Director. The researcher then booked appointments with the head teachers of schools on when to visit the schools and administer the questionnaires and at the same time organize on three parents and three drop-outs attendance to interviews. The selected schools will be visited where the researcher will create rapport with the respondents and administer the questionnaire to them (Best and

Khan). The respondents will be assured that strict confidentiality will be maintained in dealing with their identities. The researcher will administer the questionnaires personally. The completed questionnaires will be collected the same day. Key informant interviews will be used to gather qualitative data from four parents and four school dropouts.

3.9 Data analysis techniques

According to Kombo and Tromp, (2006) data analysis refers to examining what has been collected in a study and making deductions and inferences. After the data was Collected, it was checked for accuracy and completeness to identify those items wrongly responded to, spelling mistakes and blank spaces. Data was then be entered into the computer for analysis using the Statistical Package for Social Science (SPSS).

Descriptive statistics were used to analyze quantitative data on factors affecting the quality of education using percentages and frequencies and presented in tables, pie charts bar-graphs, and to answer the research questions. Qualitative data was analyzed by coding then classifying information into major themes. Similar information was grouped together and differences of information were also looked at.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents and discusses the findings of the study. The study was to investigate the factors influencing quality education in public primary schools among the pastoralist communities in Laikipia North district, Kenya. Data was collected and interpreted in reflect of the research objectives. Factors hindering quality education were compiled into frequencies, percentages and presented in tables and pie charts.

4.2 Questionnaire Return Rate

The researcher targeted 18 public primary school head teachers, 172 teachers, 36 parents and 36 school dropouts. Therefore, 262 questionnaires were administered. A total of 254 questionnaires (representing 97.3%) were returned. This response was considered satisfactory for the purpose of the study. This was presented in Table 4.1.

Table 4.1: Data collection instrument response rate

	Expected	Returned	Percentage
Head teachers	18	18	100.0
Teachers	172	172	100.0
Drop outs	36	30	83.3
Total	262	256	97.3

This indicates that, the questionnaire return rate was absolutely good for all targeted respondents that is, the head teachers, teacher, parents and school drop-outs since it was 100, 100, 83.3 and 100 in that order. According to Wentz and Kwan (2002), a questionnaire return rate of 60 to 80 percent is quite satisfactory but a return rate below 60% is 'barely acceptable'. A satisfactory questionnaire return rate is imperative to minimize assumptions in the study as well as diminish any bias, which could probably be brought out by a lower questionnaire return rate.

4.3 Demographic Information

The research sought to know the respondents personal information that comprised of gender, age bracket, educational level and qualification and the teaching experience.

4.3.1 Respondents' gender

The researcher sought to identify respondents' gender. Their responses were as shown on Table 4.2.

Table 4.2: Respondents' gender

Gender	Head teachers		Teachers		Drop outs	
	Freq	%	Freq	%	Freq	%
Male	15	86.1	112	65.1	18	60.0
Female	3	13.9	60	34.9	12	40.0
Total	18	100.0	172	100.0	30	100.0

The study findings in table 4.2 clearly indicates that, majority of head teachers and teachers in public primary schools (83.3%. and 65.1% respectively) were male. These findings reveal that there is an imbalance in gender where there are more male teachers than female teachers. Gender balance of teachers is vital to ensure that the needs of both girls and boys are catered for. Female teachers act as role model to the girls and are better placed to understand issues affecting girls and to offer them psychosocial support. There is evidence to show a correlation between the number of women teachers and girls' enrolment, especially in sub-Saharan Africa, (Kirk, 2006).

4.3.2 Respondents' highest Academic Qualification

Quality education is determined by the head teachers' and teachers' academic professional qualifications. The other factor is administrative management hence the researcher requested the respondents to indicate their highest academic

qualification. The head teachers' and teachers' academic qualifications are shown in Table 4.3.

Table 4.3 Head teachers' highest professional qualification

Qualification	Frequency	Percentage
Masters Degree	1	5.5
B. Ed	2	11.1
Diploma in education	5	27.8
P1	10	55.6
Total	18	100.0

Table 4.3 shows that majority (55.5%) of the head teachers indicated that P1 was their professional qualification, (27.8%) had diplomas while (11.1%) and (5.5%) had masters and bachelors respectively. The percentage of head teachers who indicated that P1 certificate was their highest was alarming clearly outlining that their appointments were not based on professional qualification. The overall problem of preparing the future citizens of Africa who will be fully oriented to their environment cannot be fully accomplished without the aid of competent teacher, hence pprofessional academic qualification is very essential for provision of quality education, Fafunwa (1979). Fagbamiye (1977) noted that schools with stable, experienced and qualified teachers usually have better school facilities in terms of school buildings, books and equipments ad had better performance than those schools which have difficulty in attracting experienced and qualified staff. Teachers' qualifications determine how well they conduct their lessons as they are more flexible to handle learners with a diversity of needs to enhance inclusion of all learners.

Further the researcher sought to know the respondents age brackets, the findings were tabulated in Table 4.4.

Table 4.4 Head teachers' age

Age (years)	Frequency	Percentage
20 – 29	0	0
30 – 39	2	11.1
40 – 49	5	27.8
Over 50	11	61.1
Total	18	100.0

The research findings show that majority of the head teachers (61.1%) indicated they were over 50 years old. This shows that teachers who are believed to have better experience are promoted into headship mainly based on experience. This triggered the researcher to find out on the teaching experience of the respondents, findings were presented in Table 4.5.

Table 4.5 Head teachers' teaching experience

Experience	Frequency	Percentage
0 – 5	0	0
6 – 10	1	5.6
11 – 15	4	22.2
Over 16	13	72.2
Total	18	100.00

Efficient job delivery is determined by the duration of time one has been practicing the profession. Provision of quality education in emergency prone region is best delivered by efficient experience, thus Laikipia North district being a pastoralist community and conflict affiliated region need head teacher with adequate job experience. Table 4.5 shows that majority of the head teachers (72.2%) had over 16 years of teaching experience. These findings reveal that competence in administrative roles and other teaching/learning activities were in good capacity of performance.

Teachers are the prime implementers of the education process in school. Their demographic information was sought and presented the findings. In Table 4.6

Table 4.6 Teachers' Age

Age (years)	Frequency	Percentage
Below 20	0	0
20 – 29	50	29.1
30 – 39	52	30.2
40 – 49	38	22.1
Above 50	32	18.6
Total	172	100.0

Table 4.6 shows that majority of the teachers (over 50%) were between 20 to 39 years. Research has shown that most teachers deployed in the pastoralist regions

are not willing to teach there and work hard to get transfers, and the government mainly replaces them with new recruits.

Table 4.7 Teachers academic/professional qualification

Qualification	Frequency	Percentage
Masters in Education	4	2.4
Bachelors in Education	6	3.5
Diploma in Education	42	24.4
P1 certificate	120	69.8
Total	172	100.0

From these findings teachers' academic qualification is below average, since more than half (69.8%) indicated P1 certificate was their academic qualifications. Teachers with high qualification are more equipped with knowledge and skills to transfer to learners.

Table 4.8 Teachers length of stay in schools

Duration (years)	Frequency	Percentage
0 – 5	71	41.3
6 – 10	49	28.5
11 – 15	33	19.2
Over 16	19	11.0
Total	172	100.0

Teacher integration with the pupils is determined by the length of time a teacher teaches the pupils. This way the teacher familiarizes with the children needs to

know the weaknesses and strengths of the pupils, hence adoptive to inclusion. From table 4.8, majority of the teachers (41.3%) indicated that they had stayed in their current school station for less than five years. This posed a danger to the provision of quality of education since teachers did not stay long enough to familiarize and build confidence in their pupils.

These findings triggered the researcher to find out the head teachers' length of stay in the schools which is important to portray head teachers' competence that boosts productivity. The findings were tabulated on Table 4.9.

Table 4.9 Head teachers' length of stay in school

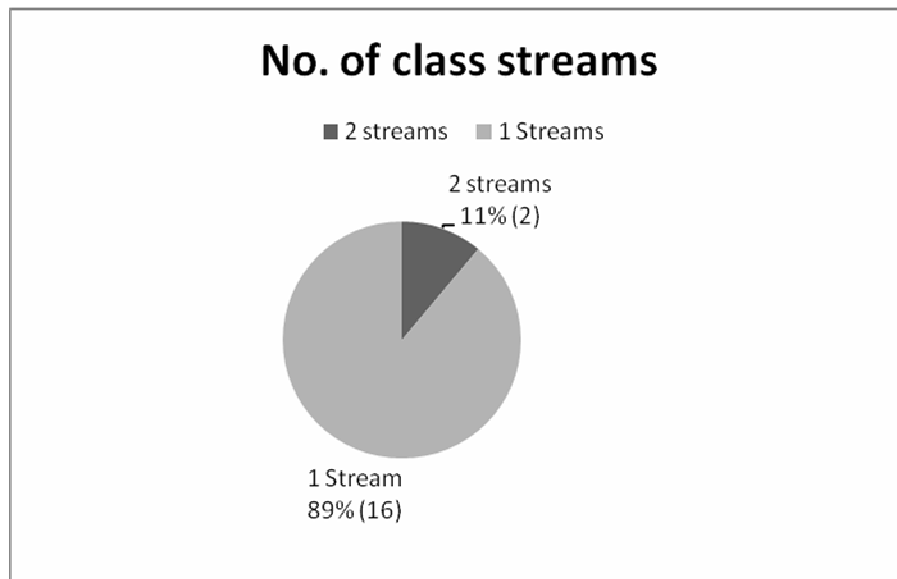
Duration	Frequency	Percentage
0 – 5	1	5.6
6 – 10	2	11.1
11 – 15	13	72.2
Over 16	2	11.1
Total	18	100.0

Head teachers' administrative role is essential in the school, thus enhancing effective leadership that is essential to the provision of quality education. Table 4.9 shows that majority of head teachers (72.2%) had stayed in their current stations between 11 to 15 years. This period was deemed average as the head teacher would have enough time to establish and exercise their administrative role

since they have adequately familiarized with the grounds. Further the researcher sourced on the school data, the results were presented below.

Pupils' access to education is determined by the availability of the school facilities and the resources provided for effective teaching/learning process.

Figure 4.2.1 Number of class streams



Figures 4.1 revealed that majority 89% of the schools in the study area were single streamed. Pupils' congestion create non conducive teaching/learning environment and is not child friendly

The researcher sought to know the enrolment rate of the pupils, the teachers responses were presented in Table 4.10.

Table 4.10 Teachers response on pupil rate of drop-out

Rate	Frequency	percentage
Low drop-out	12	7.0
Average rate	81	47.1
High drop-out	79	45.9
Total	162	100.0

Concerning the rate of pupils dropping out of school 47 percent indicated it is average, followed closely by those who said it is high (45.9 percent) while a minority 7 percent indicated it is low. These findings clearly show that pupils dropped at a considerable rate from school, and the issue needs attention. School dropout hinders efficiency in schools

4.4 Conflict and contact time between pupils and the teachers

Conflicts destroy the family fabric making children vulnerable to child labour, sexual exploitation and moral decay. Conflicts disrupt livelihoods putting families in a state of dependence thereby affecting education. Fear of fresh attacks drives families to safer zones for certain periods and by the time normalcy is restored contact time between the pupils and their teachers has already been lost. Repeated cattle-rustling causes closure of affected school which limits contact time and ultimately the quality of education.

4.4.1 Parental source of livelihood

A community's source of livelihood affects school attendance of the pupils. Therefore, the researcher sought to identify the source of livelihood of the community in Laikipia North district. The head teachers' responses were presented in Table 4.11.

Table 4.11 Parental source of livelihood

Source	Frequency	Percentage
Farming	3	16.6
Pastoralist	15	83.3
Business	0	0.0
Total	18	100.0

The study shows a majority (83.3%) of parents are pastoralist and a minimal (16.6%) are farmers in Laikipia North district. These findings agree with OSSREA (2006) journal on Education in pastoralist community that classified Laikipia as ASALs. The researcher requested the head teachers and teachers to rate the economic status of the parents in the area. Their responses were presented in Figure 4.2.

Figure 4.2 Head teachers' rating of the parental socio-economic status

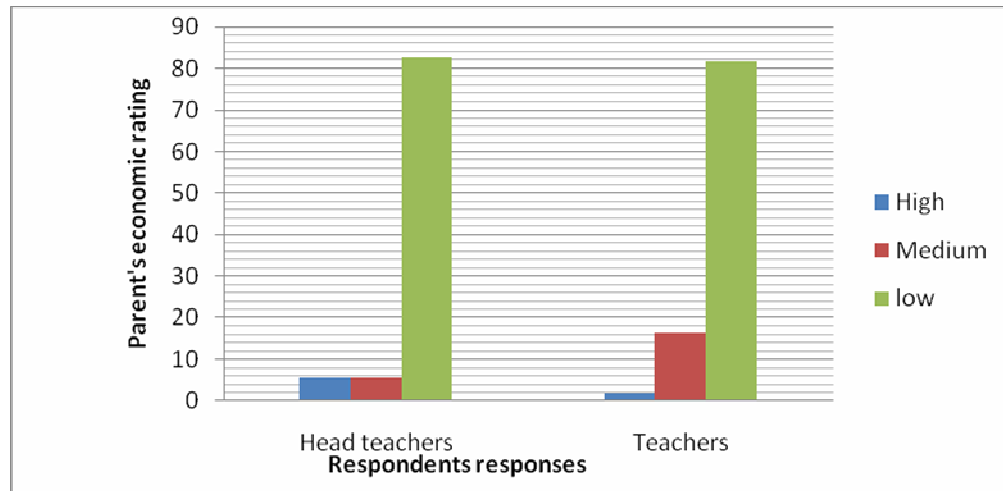
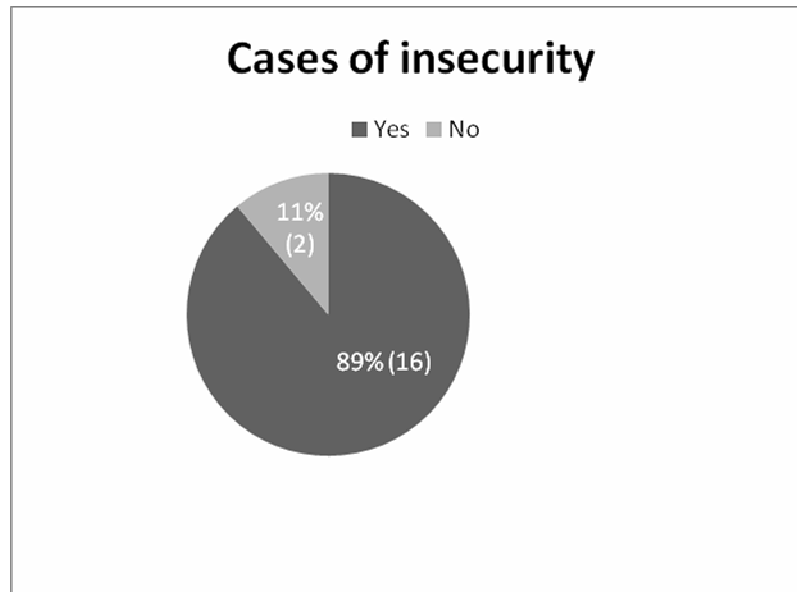


Figure 4.2 shows that majority of the head teachers (82.7%) rated parents as having a very low socio-economic status. Nomadic pastoral areas have the highest rate of poverty and the least access to basic social services (International Institute for Educational Planning, 2005). Provision of quality education is rooted directly in government policy and practice, cultural values, social norms, and economic systems. When the economic status of the family is low, inclusion cannot be realized due to lack of food and school necessities which results to reduced participation, high absenteeism, low retention and low transition.

The study sought to find out whether the area is faced with insecurity. The head teachers' responses are presented in Figure 4.3.

Figure 4.3 Head teachers responses on whether conflicts are experienced.



Eighty nine percent of the head teachers strongly agreed that cases of insecurity are experienced in Laikipia. Conflicts do indeed affect pupils in their schools. According to UNESCO (2011), war related causes accounts for 42% of primary school children out of school worldwide. It's estimated that 40% of the out of school children live in war torn countries in Africa (UNESCO, 2011)

The head teachers were asked to explain why they indicated that conflict affect pupils attendance to school. Their responses were tabulated Table 4.12.

Table 4.12 Head teachers' responses on effects of conflicts on contact time

Response	Frequency	Percentage
Withdraw from school	4	22.2
Are affected due to fear	5	27.8
Children travel from far	9	50.0
Total	18	100

Concerning the effects of conflict on contact time between pupils and the teachers, 50% said effects are due to children travelling from far, 27% said they are affected due to fear and 22% said children withdraw from school. After the families have moved to safety it is usually impossible for pupils to travel the long distance with the prevailing insecurity to school thus they withdraw from school. Terror and violence cause psychological damage, the extent of which varies from child to child, with potentially serious effects on social and emotional development UNICEF, (1999).

To solve this conflict related problems the researcher requested the head teachers to indicate solutions to curb the pupils' dropout rate due to insecurity reasons. Their responses were presented in Table 4.13.

Table 4.13 Solutions to pupils’ dropout due to conflict

Response	Frequency	percentage
Mobile schools	1	5.6
Boarding schools	16	88.9
Community sensitization	1	5.6
Total	18	100.0

Provision of boarding schools was highly recommended by majority of head teachers (88.9%) while mobile schools and community sensitization were suggested by a minority 1% each. Boarding facilities offer protection to pupils who would otherwise walk along insecure routes to and from school. There are increasing calls for education to play a role in enhancing child protection, both as a service to be supported and delivered, and as an ‘enabling right’ which assists children in accessing their other rights, (Pigozzi, 1999)

The community also needs to be sensitized on the need to maintain peace and promote security which could promote easy access as pupils would be in a position to go to schools without fear of attacks.

4.5 Provision of teaching/learning resources and pupils performance

The availability of teaching and learning materials affects the quality of education learners receive. All individuals have a right to a quality educational facility, a physical space that supports a multiple and diverse teaching and learning programs and pedagogies.

The researchers requested the head teachers to state the source of funds used to facilitate teaching/learning in their schools. The findings were presented in Table 4.14.

Table 4.14 Source of school funding

Response	Frequency	Percentage
Government	12	22.2
Community	2	11.1
NGOs	4	66.7
Total	18	100.0

A majority (66.7%) indicated NGOs are a source of funds for purchasing teaching/learning resources, a further (22.2%) indicated the government while a minority (11.1%) indicated the community. It is the responsibility of the government to finance education because education is a basic right. Provision of books, pens, desks, and other instructional materials is vital for pupils' sustainability in schools. Schools infrastructure like classrooms, desks, electricity, laboratories and water provision should be provided to cater for the school population thus promote retention. The researcher then decided to find out head teachers response on availability of teaching learning resources. Findings were presented in table 4.15.

Table 4.15 Head teacher responses on availability of teaching/learning resources

Availability	Frequency	Percentage
Available and adequate	1	5.6
Available but inadequate	14	77.8
Not available	3	16.7
Total	18	100

Table 4.15 shows that majority of head teachers (77.8%) agreed that teaching/learning resources were available but inadequate for the sustainability of the enrolled pupils in schools.(16.7) agreed they were not available and a minority (5.6%) they were available and adequate. Teaching /learning resources are necessary tools for effective learning.

Mwamwenda and Mwamwenda (1987) carried out a study that established that the availability of learning resources had effect on quality education in Botswana. Momoh (1980) after carrying out a research on the effects of instructional resources on students' performances in WASC examination in Kwara State and correlating material resources with academic achievements concluded that material resources have a significant effect on students' achievement.

The findings were confirmed by the teachers who were requested to indicate the pupil book ratio in the school. The responses were presented in Table 4.16

Table 4.16 Pupil book ratio

Response	Frequency	Percentage
1:3	43	18.6
1:4	32	25
1:5	97	56.4
Total	172	100.0

A majority of the respondents (56.4%) agreed that one book was shared by five pupils, a further (25%) and (18.6) agreed it was shared by 4 and 3 respectively. The findings were alarming because the government does not recommend a ratio higher than (1:2). These findings revealed that pupils in Laikipia have poor access to learning resources, indicating lack of inclusion of some pupils during learning process. In order to achieve quality education, learners should participate fully in the lesson and all should be included. Children are less likely to learn and gain useful skills when the schools they go to are short of materials,(Save the Children 2008).

4.6 Availability of qualified teachers and pupils' performance

Teachers are an important human resource in the provision of a quality education. There should be sufficient qualified teachers in order for pupils to performance well academically. Therefore, the study sought to find out the availability of teachers in schools and presented the findings in the Table 4.17.

Table 4.17 Teachers responses on teacher-pupil ratio

Responses	Frequency	percentage
1:30 and below	22	12.8
1:31 - 40	50	29.1
40 and above	100	58.1
Total	172	100.0

Majority of the respondents (58.1%) indicated that they had a ratio of one teacher to (above 40) pupils, while (29.1%) and (12.8%) indicated (31-40) and (30 and below).

Class size is one of the prime things that motivate teachers to effective teaching. The Ministry of Education recommends that the teacher pupil ratio is 1:40 to enhance interactive teaching/learning process. Teacher work load determine the delivery by the teachers (objective III). From the findings there is understaffing hence the researcher further sought to know the reasons for lack of teachers in the study area. The findings were tabulated in Table 4.18.

Table 4.18 Head teachers' responses on causes of teachers' shortage

Cause	Frequency	Percentage
Teacher bribe out	4	22.2
Imbalanced posting of teachers	6	33.3
Hostile environmental conditions	8	44.4
Total	18	100.0

When head teachers were asked to state reasons why there was a teacher shortage in the District, (44.4%) of the teachers indicated that it is due to hostile environmental conditions, a further (33%) indicated it is due to imbalanced posting, while a minority (22%) indicated that teachers bribe their way out of the District. From the study findings it was revealed that the conflicts in the area are an issue that raise concern. Conflict has made it more difficult to attract trained teachers to Laikipia North. Insecurity remains a major threat to schooling, EWS Bulletin (June, 2009). Research shows that areas of conflict have few female teachers because their families do not allow them to work in these areas and also because they are affected more by conflicts because of issues like rape

The researcher requested the teachers to suggest the solutions to improve performance. The results were tabulated in table 4.19.

Table 4.19 Teachers suggestions on ways to improve performance

Responses	Frequency	Percentage
Provision of more instructional materials	18	27.9
Motivation of teacher through incentives	66	38.4
Community to employ more teachers	88	51.1
Total	172	100.0

About fifty one percent stated that the community need to employ more teachers, (38%) stated that teachers need to be motivated through incentives and (27%) stated that more instructional materials should be provided. It is the responsibility

of the government to provide quality education because it is one of the basic rights of a child. Quality education is mainly measured with the performance of learners World over and cannot be achieved without enough qualified teachers. The overall problem of preparing the future citizens of Africa who will be fully oriented to their environment cannot be fully accomplished without the aid of competent teacher, Fafunwa (1979).

4.7 Effect of drought on pupils physical needs

Pastoral communities in ASALs suffer untold hunger and catastrophic losses of livestock during drought, rendering thousands of households destitute. The impact of drought is particularly acute for poorer members of communities.

Table 4.20 Head teachers’ responses on the recurrence of drought

Response	Frequency	Percentage
Once a year	1	5.6
Once in two year	17	94.4
Total	18	100.0

Regarding how often drought occurs in the district, (94.4%) head teachers response was that Laikipia North district is faced with drought once in two years. Drought affects human, livestock and vegetation and severely affects the livelihoods of pastoral communities, (Assessment of Education, Somalia, May15, 2013).

The researcher further sought to find out the effects of drought on pupils retention rate and presented the findings as follows in Table 4.21.

Table 4.21 Head teachers’ response on the effects of drought on education

Response	Frequency	Percentage
Causes absenteeism	6	33.3
Malnourishment in pupils	2	11.1
Causes child labour	10	55.6
Total	18	100.0

When head teachers were asked to state the effects of drought on the quality of education, a majority (55.6%) indicated that it causes children to go into child labour, a further (33%) stated that drought causes absenteeism while a minority

(11.1%) stated that it cause malnutrition in children. Droughts as well as frequency of natural disasters in the arid and the semi-arid areas of the world have made already difficulty living conditions for pastoralists even more perilous, and vulnerable societies in the world (Fareh, 2003).

As a result of poverty, children lack the necessary nutrients in food thus becoming malnourished and prone to various diseases. Malnourished children suffer low cognitive development and motor development.

The researcher further sought to know the suggestions of head teachers on measures of promoting quality education and the findings are presented in Table 4.22

Table 4.22 Measures of promoting the provision of quality education

Response	Frequency	Percentage
Community mobilization and sensitization	2	11.1
Deployment of more teacher	3	19.7
Provision of teaching/learning resources	6	30.3
School feeding program	9	50.0
Total	18	100.0

From the study findings majority of the head teachers (50.0%), suggested provision of food in the schools would boost pupil attendance, thus promoting the quality of education. A further (30.3%) suggested the provision of teaching/learning resources while (19.7%) and (11.1%) suggested deployment of more teacher and community mobilization and sensitization respectively

The study further sought to know what activities the dropouts engage in after dropping out of school. Their findings were presented in table 4.23.

Table 4.23 Dropouts responses on activities they engage in

Response	Frequency	percentage
Household chores	10	33.3
Raiding cattle	6	20.0
Burning charcoal	11	36.7
With friends	3	10.0
Total	30	100.0

From the study findings (36.7%) are engaged in burning charcoal, (33.1%) in house hold chores, (20%) in cattle raiding and a minority (10%) in the company of friends. During conflict situations boys are at risk of being recruited by militant groups. Forced recruitment is a common means through which children become soldiers especially the poor and the marginalized. Power, glamour and vigor and excitement also figure in children’s excitement to join armed groups (UNICEF, 2010). Education offers protection to children with a routine thereby diverting their attention from other activities some of which may be dangerous. The researcher then sought to know the attitude of the school drop-outs towards the teachers who had taught them. The findings were tabulated in Table 4.24

Table 4.24 School dropout attitude towards teachers

Response	Frequency	percentage
Unsupportive	5	16.7
Supportive	25	83.3
Total	30	100.0

The findings indicate that a majority (83.3%) are of the opinion that teachers were supportive while a minority (16.7%) felt that teachers had not been supportive. This gave the impression that teachers are committed in their work. The researcher then wanted to know from the parents through an interview, the community involvement in school programmes and the findings are tabulated in Table 4.25

Table 4.25 Parents response on community involvement in school programme

Response	Frequency	Percentage
Participation in school developmental programmes	19	52.8
Provision of finances and materials	15	41.7
Decision making	2	5.6
Total	36	100.0

An interview with the parents indicated that a majority (52%) of them felt the community was participated in the schools development, a further (41.7%) in providing finances and other material and a minority (5.6%) in decision making. The community is a major stake holder in a school and it is important to have it involved in the school. Community participation is valuable not only for its own sake, as a positive process, but because it is likely to impact on how the initiative operates and the latter's sustainability, Penson, (2009). All activities in the school are geared towards promoting the quality of education.

Further the parents were requested to indicate challenges facing education in their region. Their responses were tabulated as follows in Table 4.26

Table 4.26 Parents response on challenges facing education

Response	Frequency	percentage
Conflict	13	34.1
Drought	9	26.8
Poverty	9	25.0
Lack of teacher commitment	2	5.6
Lack of enough teachers	3	8.3
Total	36	100.0

Concerning views of parents on challenges facing education, (34.1%) indicated conflicts, (26.8%) drought, (25.0%) poverty, (8.3%) indicated lack of enough teachers and a small minority (5.6%) indicated lack of teacher commitment. Education in Laikipia North, according to the parents is greatly faced with conflicts among pastoralist communities and drought related constraints. People are forced to migrate in search of pasture and water, and they move to areas where relief food distributions are likely to take place.(Institute of Policy Analysis and Research, 2000), Repeated cattle-rustling causes an almost closure of affected schools.

Cattle-rustling is a threat to human life and adversely affects the quality of education, especially when children lose their dependents, and the feeling of insecurity. Education is adversely affected by conflicts that keep children away from school and the feeling of insecurity that goes with it. Lack of enough

teaching staff has caused congestion in classes thus pupils are de-motivated and discontinue with learning. The parents also felt that teachers lacked commitment in their duties in schools, while poverty related cases also caused a relative good number of pupils to drop out school.

The researcher sought to know measures the schools take to try and curb insecurity and drought related problems in the pastoralist community. The responses were presented in Table 4.27.

Table 4.27 Head teachers’ responses on measures to solve education provision crises

Measures	Frequency	percentage
Mobile schools	3	16.7
Boarding facilities	14	77.8
Community escorts	1	5.6
Total	18	100.0

The head teachers response on measures they thought would solve the crises facing education provision, a majority suggested (77.3%) suggested boarding schools, while small minorities of (16.7%) and (5.6%) suggested mobile schools and community escorts respectively. Managing drought is a normal part of pastoralist. Communities undertake a range of inter-related development activities whose flexible timeframe and scope can be adapted as a crisis develops. Boarding

schools and similar innovative projects have tended to be justified on the grounds of making education more accessible to pastoralists.

Save the Children believes that bringing inclusive approaches into the heart of education planning and delivery is more likely to create more efficient and cost-effective education systems, with less drop-out and better learning outcomes (save the Children, 2010). Mobile schools are either conducted under tree shades or in make-sheet structures and can sometimes turn out to be costly and unsustainable. Most schools in Laikipia North district have boarding facilities to offer security for pastoralist children. The researcher further sought to know the challenges faced in measures towards the provision of education. Finding are tabulated in Table 4.28

Table 4.28 Challenges facing measures to provision of education

Challenges	Frequency	Percentage
Lack of finance	8	44.4
Livelihood interruption	10	65.5
Total	18	100.0

From the findings, a majority (65.5%) thought that the main challenge to providing quality education is lack of finances in the school, and (44.4%) felt that livelihoods are interrupted. Despite government and non-governmental organizations effort to provide and accessible and quality education to the pastoralists, their efforts are faced with constraints.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings, conclusions and recommendations generated from the research findings of the study. The chapter also presents suggestions for further study.

5.2 Summary of Findings

This study was to investigate the factors influencing the quality of education in public primary schools among the pastoralist communities in Laikipia North district. It was guided by the following objectives; effects of conflict on transition rate, provision of teaching/learning resources on pupils' performance, effect of the availability of teachers on pupils' performance and the influence of drought on pupils' retention rates. The study adopted the structuralism theory by Duffield 2001.

The study used descriptive survey design and targeted 38 public primary schools in laikipia North district. A sample size of 18 head teachers, 172 teachers, 36 drop out pupils and 36 parents were used for the study. Data was collected by the use of questionnaires for head teachers, teachers and interview. An interview schedule was used to interview parents.

Data was presented as tabulated in the study findings. From the study findings, demographic information was presented as follows; Findings indicates that,

majority of head teachers and teachers in public primary schools (83.3% and 65.1% respectively) were male. These findings reveal that there is an imbalance in gender where there are more male teachers than female teachers

Professional/academic qualification of the head teachers was noted to be highly below average thus promotion is not based on academic and professional qualification. This was due to the relative percentage of head teachers who indicated that P1 certificate was their highest level of professional education. A high percentage of the head teachers indicated that they had teaching experience exceeding 16 years. These findings ascertained that teacher progression into leadership was highly based on long service. These experienced teachers are bound to offer effective leadership and implementation of the school motto, vision and objective due to their past experience, thus promoting the quality of education.

The study objective one sought to establish the extent to which conflict affects contact time in schools. The study findings revealed that Education in Laikipia North, according to the parents is greatly affected by conflicts and drought related constraints among pastoralist communities. People are forced to migrate in search of pasture and water thereby limiting time that learners have with the teachers.

The study objective two revealed that there are inadequate teaching/learning resources in the district due to the fact that majority of head teachers (77.8%) agreed that teaching/learning resources were available but inadequate for the

sustainability of the enrolled pupils in schools.(16.7) agreed they were not available and a minority (5.6%) they were available and adequate. Teaching /learning resources are necessary tools for effective learning.

The study revealed that a majority of the respondents (56.4%) agreed that one book was shared by five pupils, a further (25%) and (18.6) agreed it was shared by 4 and 3 respectively. The findings were alarming because the government does not recommend a ratio higher than (1.2). These findings revealed that pupils in Laikipia have poor access to learning resources, indicating lack of inclusion of some pupils during learning process. These findings showed acute shortage thus lowering the quality of education.

The study objective three revealed that teacher pupil ratio is very high as majority of the respondents (58.1%) indicated that they had a ratio of one teacher to (above 40) pupils, while (29.1%) and (12.8%) indicated (31-40) and (30 and below). A ratio of one teacher to above 40 pupils or even up to 50pupils is too large and overcrowded. The study therefore established that there is under-staffing in the district. Further investigation revealed that many teachers are not willing to work in pastoralist area because of the hostile conditions. When teachers were asked to state reasons why there was a teacher shortage in the District, (44.4%) of the teachers indicated that it is due to hostile environmental conditions, a further (33%) indicated it is due to imbalanced posting, while a minority (22%) indicated that teachers bribe their way out of the District. From the study findings it was revealed that the conflicts in the area are an issue.

The study objective four sought to establish the extent to which drought influence pupils' physical needs. From the findings the study revealed that Laikipia district experience drought every year from the head teachers' responses. On how often drought occurs in the district, (100%) head teachers response was that Laikipia North district is faced with drought every year. Further findings revealed that drought causes child labour, high absenteeism and drop out due to its impoverishing effect on a community. Resulting to lack of physical needs like food, uniform, sanitary pads for girls and other school necessities. A majority (55.6%) indicated that it causes children to go into child labour, a further (33%) stated that drought causes absenteeism while a minority (11.1%) stated that it cause malnutrition in children. Laikipia North district is among ASALs. Therefore, there is prolonged drought. Food is essential for healthy, well-nourished, ready to learn learners, without which quality education cannot be achieved. Also during drought pastoralists move in search of pasture for their cattle thus children are not able to access school when they move far off since education then is not a priority to those families.

5.3 Conclusions

Contact time that pupils have with their teachers, adequacy of teaching/learning resources, availability of enough qualified teachers and availability of physical needs of learners are some of the measures of quality education among many others. Interaction of these inputs with either the learners or teachers within the

teaching/learning environment promotes success of the process to produce objectives for which education is intended.

However, findings in this study established that education in Laikipia North has not achieved some of the immediate objectives that indicate quality education.

Education is adversely affected by conflicts related constraints majorly economic hardships that lead to movements, drop out, lack of concentration among pastoralist communities. The study concluded that measures should be put in place to reduce influence of conflicts on education.

Regarding the effects of teaching/learning resources, the study established that there is a low supply that has a relationship with poor performance. Therefore there is need to look for available source of funds in order to meet the required pupil book ratio.

Findings in the study revealed that there is a shortage of teachers because of unwillingness of those deployed to those areas to remain. There is a need to put measures in place to motivate teachers in those areas.

The study revealed that drought has serious effects on the physical needs of the learners and hinders participation. Findings indicate that drought affects the economic well being of families and incapacitates them to levels of lacking basic necessities thereby affecting learning. Measures should be taken to alleviate these sufferings and promote access to these learners

5.4 Recommendations of the Study

The study findings brought about the following recommendations;

- i. The head-teachers, together with teachers, pupils and parents, with the involvement of education administration should introduce community participation in schools through decision making, recreation activities, environmental conservation and developmental activities. This will create a sense of ownership in the community and ensure sustainability of programmes.
- ii. Issues of Disaster risk reduction should be included in the school curriculum to create awareness in pupils so that they can participate in disaster reduction. Through the children, the whole community will be informed because children are agents of change.
- iii. The government should revive the school feeding programme so as to motivate pupils thereby boosting school attendance.
- iv. The community and the children should be involved in the building of the content to ensure relevance of education to the community.
- v. The government through the Ministry of Education should allocate more funds for the provision of teaching/learning resources to enable effective learning and also employ enough teachers.

5.5 Suggestions for Further Study

The researcher proposes further research in the following areas:

- i. The study needs to be replicated in other marginalized districts throughout the country in order to compare the results.
- ii. Further study should be carried out on contribution of school feeding program to improve efficiency in education through retention.
- iii. A study should be carried out to investigate the impact of gender inequality among pastoralist community in provision of quality of education.
- iv. Further study should be carried out on forms of education suitable for Laikipia North pastoralists.

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APPENDICES

Appendix A

LETTER OF INTRODUCTION

Juliet Njeri,
University of Nairobi
School of Education.
P.O. Box 92
Kikuyu.

Dear respondent,

RE: QUESTIONNAIRE FOR RESEARCH PROPOSAL.

I am a post-graduate student at the University of Nairobi pursuing a master's degree in Education in Emergencies. I am carrying out a research on **'The factors influencing quality education in public schools among the pastoralist communities in Laikipia North District, Laikipia County.** The findings in this study will provide skills to enlighten the pupils, teachers, the Pastoralist community, the government and other stakeholders in education and possibly put in place measures to improve the current situation. I therefore kindly request you to participate in the study by filling the questionnaires as honestly as possible and to the best of your knowledge. You are therefore asked not to indicate your name or any other form of identification .Your cooperation will be highly appreciated.

Yours sincerely,

Juliet Njeri

APPENDIX B

QUESTIONNAIRE FOR HEADTEACHERS

SECTION 1: BACKGROUND INFORMATION:

1. Gender; Male [] Female []
2. Age bracket 20yrs and below[] 20yrs-29yrs[] 30yrs-39yrs[]
40yrs-49yrs [] 50yrs-59yrs [] 60yrs and above []
3. What is your highest level of education?
P1 certificate [] Diploma holder [] Graduate []
Others specify
4. How many streams are there in your school?
5. How long have you been a head teacher?
0-5yrs [] 5yrs-10yrs [] 11yrs-15yrs [] over 16yrs []

SECTION 2:

6. What is the source of livelihood of the community?
 - a. farming []
 - b. pastoralist []
 - c. Business []
7. Do you face cases of in-security in the area? Yes [] No []
If yes what are the causes
8. Rate the parental socio-economic status
High []
Low []

Medium []

9. Indicate the pupil enrolment in your school

10. Are there cases of repetition among pupils in your school? Yes[]

No []

If yes (4 above) what is the reason

.....

11. What is the teacher-pupil ratio in the school?.....

12. Is there a high rate of teacher turn-over in this school? Yes [] No []

If your answer is Yes, what is the major reason.....

13. How does drought affect the management of the school?.....

.....

14. Does drought affect the performance of pupils? Yes[] No[]

15. How does drought affect pupils' physical needs.....

.....

16. The following are statements on factors influencing provision of quality education. Please indicate SA = Strongly Agree, A = Agree, SD = Strongly Disagree, D = Disagree.

Statement	SA	A	SD	D
The area is affected by inter-clan clashes				
Communities fight over limited resources				
The community experience banditry attacks				
Community based programmes curb insecurity				
The community conduct community policing				
Your school employs untrained teachers				
The school has enough teachers				
Teachers leave school to attend their personal businesses				
Available teaching/learning resources promote learning				
Available teaching/learning resources are adequate				
Resources need replacement/renovation				
Children do not concentrate in class while hungry				
Families move very far from school during dry seasons				
Some families need food ration from the government				

17. Suggest ways for improving performance in public schools among pastoralist.....

.....

18. What measures do you take to ensure all children access schools?

.....

.....

Thanks for your cooperation

APPENDIX C

QUESTIONNAIRE FOR TEACHERS

SECTION 1: BACKGROUND INFORMATION:

1. Gender? Male[] Female[]

2. Age bracket 20yrs and below[] 20yrs-29yrs[] 30yrs-
39yrs[]
40yrs-49yrs [] 50yrs-59yrs [] 60yrs and
above []

3. What is your highest level of education?
P1 certificate [] Diploma holder [] Graduate []
Others specify

4. How long have you been teaching in your current school?
0-5yrs [] 5yrs-10yrs [] 11yrs-15yrs [] over 16yrs []
]

SECTION 2:

5. What is the source of livelihood of the community?
 - a. farming []
 - b. pastoralist []
 - c. Business []

6. Do you face cases of in-security in the area? Yes [] No []
If yes what are the causes

7. Rate the parents socio-economic status
- High []
- Low []
- Medium []
8. Indicate the pupil enrolment in your school
9. Are there cases of repetition among pupils in your school? Yes[]
- No []
- If yes (9 above) what is the reason
-
10. Are there pupils who don't report to school when there is drought?
- Yes [] No[]
11. Are there some people or organizations that assist the economically low households? Yes[] No[]
- If your answer is yes, who are they?
12. Do you think pupils drop-out due to poverty? Yes [] . No []
- give reasons.....
13. Are you motivated to work in this school? Yes []. No [] give reasons
-
14. The following are statements on factors influencing provision of quality education. Please indicate SA = Strongly Agree, A = Agree, SD = Strongly Disagree, D = Disagree.

Statement	SA	A	SD	D
The area is affected by inter-clan clashes				
Communities fight over limited resources				
The community experience banditry attacks				
Community based programmes curb insecurity				
The community conduct community policing				
Your school employs untrained teachers				
The school has enough teachers				
Teachers leave school to attend their personal businesses				
Available teaching/learning resources promote learning				
Available teaching/learning resources are adequate				
Resources need replacement/renovation				
Children do not concentrate in class while hungry				
Families move very far from school during dry seasons				
Some families need food ration from the government				

15. Suggest ways for improving performance in public schools among the pastoralist communities.....
.....

Thanks for your cooperation

APPENDIX D

INTERVIEW GUIDE FOR PARENTS

1. Are you a parent in this school?
2. What is your age bracket, 20-30, 31-40, 41-50 or above 50?
3. For how long had children in this school?
4. What is the greatest challenge in school?
5. What can parents do to help improve performance in the school?
6. Which issues relating to teachers affect performance in this school?
7. Suggest changes you would improve performance in this school?
8. Are there organizations that assist this school and if there are which ones?
9. Have you ever been involved in conflict?
10. What was the reason of the conflict?
11. What was the effect of the conflict to your children?
12. Do you face difficulties providing school basic necessities like uniform?
13. Do you attend parents meetings?
14. Are you involved in school decision making?
15. Do you consult with teachers on academic performance of your children?
16. Are your children given lunch at school?
17. Do you move regularly in search of pasture and water?
18. Do you feel that the type of education offered to your children in this school is good and if no why?
19. What is your source of income?

20. What do you feel should be done to improve the learning your children learn in school?

APPENDIX E

INTERVIEW GUIDE FOR DROP-OUTS

1. When did you leave school?
2. What level of education did you reach in school?
3. You are how many years old?
4. What do you do for a living?
5. Did you ever repeat a class in school?
6. What was your reason for dropping out?
7. Did conflicts affects your learning and if yes how?
8. Were the teachers supporting you enough when you were in school?
9. What are some of the things you lacked when you were in school?
10. Have you benefited from the education you have acquired?
11. Have you been involved in any form of conflict within the community?
If yes what type of conflict?
12. What role did you play in the conflict?
13. Suggest ways of improving education performance in this school
14. Given a chance would you go to school?

APPENDIX F

ENROLEMNT LIST FROM THE DEO'S OFFICE

YEAR		ENROLMENT			
CLASS		5	6	7	8
2009	GIRLS	463	424	330	192
	BOYS	343	282	216	98
2010	GIRLS	405	435	374	280
	BOYS	363	291	342	172
2011	GIRLS	422	398	420	295
	BOYS	373	313	295	119
2012	GIRLS	428	420	416	345
	BOYS	372	351	329	212
2013	GIRLS	440	380	441	321
	BOYS	395	361	345	231

APPENDIX G

PUPILS DROP-OUT RATE

YEAR		6	7	8
2010	GIRLS	-28	-50	-50
	BOYS	-52	+62	-44
2011	GIRLS	-7	-15	-79
	BOYS	-50	+4	-223
2012	GIRLS	-2	+18	-75
	BOYS	-22	+16	-73
2013	GIRLS	-48	+21	-95
	BOYS	-11	-6	-98

APPENDIX H
AUTHORIZATION LETTER

According to Blench (1999) pastoralists' landscape is flecked with an invisible constellation of resources. With struggles to balance their knowledge of pasture, rainfall, disease, husbandry, political insecurity and national boundaries with access to and infrastructure, and preferred established migration routes. Pastoralists usually only diverge from their existing patterns in the face of a drought, a pasture failure or the spread of an epizootic. Nonetheless, this flexibility is often the key to their survival. There are increasing calls for education to play a role in enhancing child protection, both as a service to be supported and delivered, and as an 'enabling right' which assists children in accessing their other rights, Pigozzi, (1999)

Nomadic Peoples in East Africa, pose a serious threat to the challenge of the MDG and of Universal Primary Education by the year 2015. To resolve problems of equity, access, quality of education provision and learning, and to ensure an environment that is conducive to learning, the assumption being that each context creates the rationale for appropriate policy response and services that address the specific educational needs of nomads, UNICEF, (2006).

APPENDIX I
RESEARCH PERMIT

PAGE 2 **PAGE 3**

Research Permit No. NCST/RCD/14/013/870

THIS IS TO CERTIFY THAT: **Date of issue** 4th June, 2013

Prof./Dr./Mr./Mrs./Miss/Institution **Fee received** KSH. 1000

Juliet Njeri W. Kimondo

of (Address) University of Nairobi

P.O Box 92-0902, Kikuyu

has been permitted to conduct research in

Location

Laikipia North **District**


Rift Valley **Province**

on the topic: Factors influencing the quality

of education in public primary schools among

the pastoralist communities in Laikipia

North District, Kenya.



Applicant's Signature **For Secretary**

Signature **National Council for**

for a period ending: 31st August, 2013. **Science & Technology**

APPENDIX II

AUTHORIZATION LETTER

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550
Mobile: 0713 788 787 , 0735 404 245
Fax: 254-020-2213215
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/013/870**

Date: **4th June 2013**


Juliet Njeri W. Kimondo
University of Nairobi
P.O Box 92-0902
Kikuyu.

RE: RESEARCH AUTHORIZATION

Following your application dated **22nd May, 2013** for authority to carry out research on "*Factors influencing the quality of education in public primary schools among the pastoralist communities in Laikipia North District, Kenya.*" I am pleased to inform you that you have been authorized to undertake research in **Laikipia North District** for a period ending **31st August, 2013.**

You are advised to report to **the District Commissioner and District Education Officer, Laikipia North District** before embarking on the research project.

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


DR. M. K. RUGUTT, PHD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:
The District Commissioner
The District Education Officer
Laikipia North District.