

**FACTORS INFLUENCING PUPILS' PARTICIPATION IN PRIMARY
EDUCATION IN MOLO RESETTLEMENT SCHEME, KENYA**

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

University of Nairobi

2014

DECLARATION

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

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DEDICATION

This research project is dedicated to my husband Charles K. Juma, daughters Jacqueline and Stella for their continued prayers, encouragement and understanding during the study.

ACKNOWLEDGEMENT

I would take this opportunity to thank my supervisors, Dr. Caroline Ndirangu and Dr. Khatete Ibrahim for their invaluable and insightful support and guidance that has enriched the results of this study.

My gratitude also goes to the chairperson Dr. Grace Nyagah of the Department of Educational Administration and Planning. The same also goes to all members of Education in Emergences Department.

The same also goes to all personnel in Molo Resettlement scheme, the county director of education on assisting me with vital information pertaining to the study. I am deeply indebted to all respondents who took their precious time of their busy schedule to provide me with much needed data without which this study would not have been successful.

Above all, I am incredibly grateful to God who gave me strength, good health and a sound mind throughout my study period.

TABLE OF CONTENTS

DECLARATION.....	i
DEDICATION	ii
ACKNOWLEDGEMENT	iii
LIST OF TABLES	viii
LIST OF FIGURES	x
LIST OF ABBREVIATIONS	xi
ABSTRACT.....	xiii

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study.....	1
1.2 The Statement of the Problem.....	6
1.3 Purpose of the Study.....	8
1.4 Research Objectives.....	8
1.5 Research Questions.....	9
1.6 Significance of the Study	9
1.7 Limitations of the Study.....	10
1.8 Delimitation of the Study	11
1.9 Basic Assumptions of the Study.....	11
1.10 Definitions of Significant Terms	11
1.11 Organization of the study	12

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction	14
2.2 Overview of Resettlement of IDPS in Kenya	14
2.3 Pupil’s Characteristics aand Participation in Primary Education.....	16
2.4 Customary Practices and Participation in Primary Education	17
2.5 Parental Belief and Participation in Primary Education	19
2.6 Economic Factors and Participation in Primary Education	20
2.7 Summary of Reviewed Literature.....	22
2.8 Theoretical Framework.....	22

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction	26
3.2 Research Design	26
3.3 Target Population	26
3.4 Sample Size and Sampling Procedures.....	27
3.5 Research Instruments	27
3.6 Instrument validity.....	28
3.7 Instrument Reliability	28
3.8 Data Collection Procedure	29
3.9 Data Analysis Techniques.....	30

3.10 Ethical Consideration..... 31

CHAPTER FOUR

DATA ANALYSIS AND INTEPRETATION

4.1 Introduction 33

4.2 Questionnaire Return Rate 33

4.3 Demographic Information of the Respondents 34

4.3.1 Demographic Information of Pupils 34

4.3.2 Demographic Information of Teachers and Head Teachers..... 36

4.4 Pupils’ Characteristics and Participation in Primary Education 39

4.5 Customary Practices and Participation in Primary Education 41

4.6 Parental Beliefs and Participation of Pupils in Primary Education..... 49

4.8 Economic Factors Influencing Participation..... 54

4.9 Suggestions for Enhancing Pupils’ Participation in Education..... 63

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction 74

5.2 Summary of the study 74

5.3 Findings of the study..... 75

5.4 Conclusion..... 77

5.5 Recommendations..... 78

5.6 Suggestion for Further Research 80

REFERENCES.....	81
APPENDIX A: LETTER OF INTRODUCTION.....	84
APPENDIX B: QUESTIONNAIRE FOR THE HEADTEACHERS	85
APPENDIX C: QUESTIONNAIRE FOR THE TEACHERS.....	89
APPENDIX D: QUESTIONNAIRE FOR THE PUPILS	93
APPENDIX E: AUTHORIZATION LETTER.....	97
APPENDIX F: RESEARCH PERMIT.....	98

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LIST OF TABLES

Table 4.1 Questionnaire Return Rate	34
Table 4.2: Gender of Pupils	35
Table 4.3 Gender Distribution of Teachers and Head Teachers	36
Table 4.4 Professional Qualifications of Teachers and Head Teachers.	37
Table 4.5: Experience among the Head Teachers.....	38
Table 4.6: Head teachers' responses on customary practices	42
Table 4.7:Teachers' Response on Customary Practices.....	45
Table 4.8: The Pupils' Response on Cultural Believes	48
Table 4.9: Head Teachers' Response on Parental Beliefs	50
Table 4.10: Class teachers' presentation on parental beliefs.	52
Table 4.11: Pupils' Response on Parental Beliefs.....	53
Table 4.12: Head teachers' Responses on Economic Factors.....	55
Table 4.13: Teachers' Responses on Economic Factors Influencing Pupils' Participation in Primary Education.	57
Table 4.14: Pupils' response to economic factors influencing their participation in primary education.....	61
Table 4.15: Head Teachers' Suggestions on Improving Pupils' Characteristics.....	63
Table 4.16: Pupils' Suggestions on Improving their participation in education.....	64
Table 4.17: Head Teachers' and Teachers' Suggestions on Cultural Practices that Influence Pupils Participation in Primary Education.....	65
Table 4.18: Pupils Suggestion on Cultural Practices.....	66

Table 4.19: Head Teachers' Suggestion on Parental Beliefs	67
Table 4.20: Teachers' Suggestion on Parental Beliefs	68
Table 4.21: Pupils' Suggestions on Parental Beliefs.....	69
Table 4.22: Head Teachers' Suggestions on the Economic Factors	70
Table 4.23: Teachers' Suggestions on the Economic Factors	71
Table 4.24: Pupils Suggestions on the Economic Factors.....	72

LIST OF FIGURES

Figure 2.1 Conceptual Framework	24
Figure 4.1: Age of Pupils	35
Figure 4.2: Factors Affecting Pupils' Participation in Primary Education according to pupils.....	39
Figure 4.3: Head teacher response to pupils' characteristics	40
Figure 4.4: Teacher Response to Pupil's Characteristics	41
Figure 4.5: Who pays the school expenses for the pupils.....	59
Figure 4.6: Occupation of parent/guardian	60

LIST OF ABBREVIATIONS

ADB	African Development Bank
ASAL	Arid and Semi- Arid Land
BOG	Board of Governors
CDN	Catholic Diocese of Nakuru
DRC	Democratic Republic of Congo
FAWE	Forum for African Women on Education
FGM	Female Genital Mutilation
FPE	Free Primary Education
GET	Global Experts Team
GFDRR	Global Facility for Disaster Reduction and Recovery
HIV	Human Immunodeficiency Virus
IDPs	Internally Displaced Persons(s)
ILO	International Labour Organization
IVGs	Inherently Vulnerable Groups
KHRC	Kenya Human Rights Commission
MoHEST	Ministry of High Education Science and Technology
NCCK	National Council of Churches in Kenya
NCST	National Council for Science and Technology

NGOs	Non-Governmental Organizations
ODM	Orange Democratic Movement
PNU	Party of National Union
PTA	Parents and Teachers Association
UNDHR	United Nation Declaration on Human Rights
UNESCO	United Nations Education Scientific and Cultural Organization
UNICEF	United Nations Children Fund
WFP	World Food Programme

ABSTRACT

The purpose of this study was to investigate factors influencing pupils' participation in primary education in Molo Resettlement Scheme in Kenya. The farms under the scheme are Baraka Shalom, Kangawa Phase 1, 2 and 3 and Mlima Farms. The major purpose of this study was to assess factors influencing children's participation in primary the factors assessed include age and gender, customary practices, parental beliefs, pupils' characteristics and economic challenges. Data was collected by use of questionnaires among 4 head teachers, 13 class teachers and 403 pupils. Data analysis was done by use of frequencies and percentages and the results presented in form of tables, pie charts and bar graphs. The analysis was done in relation to the study objectives. Findings revealed that pupils' characteristics contributed to low participation in primary education among the resettled IDPs. These factors included age and gender. Customary practices such as early marriages and FGM were also attributed to lack of participation by the resettled IDP pupils in primary education. There are parental beliefs such as traditional and religious practices. It also revealed that most parents were economically challenged in the sense that they lost their livelihoods during the 2007 post-election violence and therefore were finding it hard to provide for the pupils' basic needs as well as school requirements. Lack of encouragement from parents and poverty within the family contributed a lot to low participation of learners in primary education. It was also revealed that Children especially girls were exposed to severe assault and violence in the school environment perpetuated by male teachers and male pupils. As a result of high poverty levels, some parents were not able to financially provide essential commodities to their children such as school uniform and sanitary towels especially for girls and other hidden school costs. The study therefore recommended that there is need for the government and other stake holders to train the resettled IDP parents and the entire local community on skills needed to know the importance of education and treat all the children with equal learning opportunities. It also recommended that all teachers should be given in-service courses on education in emergencies so they may not affect the participation of pupils in primary education.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The issue of having Internally Displaced Persons (IDPs) creates many challenges to a country, which if not addressed effectively, can cause negative impacts on pupils' participation in primary education. Internal displacement ends when IDPs return to their original homes or places of origin (Cohen, 2004). It is therefore understood that the related challenges will not end once they are resettled; many more interventions need to be implemented until such time that they enjoy normal life just as the other members of civil society.

Responding to the needs of internally displaced people is one of the greatest humanitarian challenges of our time. These needs include education and (Cohen, 2004) that is where the research is intended to focus and shade light on challenges facing IDP pupils' participation in education in their new settings.

After the 2010 mass destruction of Haiti earthquake, *the Global Facility for Disaster Reduction and Recovery* (GFDRR) decided to make available expert advice and global best practices to the government by mobilizing the World Bank Global Experts Team (GET) to contribute to the knowledge in restoration of devastated country. This helped Haiti to mainstream disaster risk reduction as a key element of its sustainable development agenda. The GET provided financial support just in time advice and technical know-how. The International community had an opportunity to demonstrate their effort on largest relief and recovery effort ever on large-scale natural disaster (World Bank, 2010, Government of Haiti and GFDRR, 2010).

Livelihood support was part of recovery and reconstruction effort in Haiti. Direct cash grants and public work programs are common intervention to provide needed support to the vulnerable household in earthquake recovery process. In China, the US\$710 million, Wenchuan Earthquake Recovery Project followed an Environmental and Social Safeguards Screening and Assessment Framework which helped in scrutinizing projects complexity and determined whether they needed social issues such as resettlement.

In Timor-East, each Ministerial Sector Program adopted a specific safeguard framework, tailored-made to that sector's need and evolved as the country was built. During reconstruction, Madagascar and Peru; experiences shows that lack of clarity in land title systems can hamper development. This also derails the reconstruction of houses and infrastructure and lead to conflict (World Bank, Government of Haiti and GFDRR, 2010).

According to United Nation High Commission for Refugees (UNHCR 2009), the number of "people of concern" and forcibly displaced worldwide at the end of 2009 was 43.7 million, of whom 27.1 million were IDPs. Only 2.2 million IDPs had already returned to their places of origin in the same year. This lot includes the IDPs in Kenya as a result of post-election violence that broke up in the country at the end of the presidential election in 2007 which led to the displacement of many. The Legal Framework borrowed from United Nation (UN) guidelines on the IDPS has become part of the law in Kenya under section 2(5) and 2(6) of the New Constitution. This is a

reminder to those responsible for the prevention of internal displacement and for the prevention of displaced persons to take action.

On this note therefore, signatory nations are obliged to adhere to guiding principles on the internal displacement of 1998, built on International Human Rights. These principles recognize the right of internally displaced persons on right to education. Principle 23, affirms the right of every human being to education and in clause (1) gives these rights to the internally displaced pupils. Through this principal, internally displaced pupils should receive education which is free and compulsory at primary level. The education should respect its recipient's cultural identity, language and religion.

The post-election violence in 2007-2008 in Kenya led to massive displacements of citizens estimated to be more than 600,000, the loss of lives estimated to be more 1,000, opportunities and livelihoods estimated to be hundreds of billions in Kenya shillings to both the livelihoods of the internally displaced persons (IDPs) and the national economy. According to conservative Government records, the number of IDPs hosted at main camps as at November 2008 stood at 4,211. Most of these were (and some still are) either hosted in camps, own settlements and/ or integrated. (*The Daily Nation*, Tuesday November 18, 2008).

To date, some families still live in IDP camps and still face hard times although the post-election violence that uprooted them from their homes ended on February 2008 after the signing of the National Accord (*News from Africa* 28 November 2008).

According to Kenya Human Rights Commission (KHRC) report February 2010 the implementation of the government intervention through the *Operation Rudi Nyumbani* on the post election violence which led to 663,921 IDPS and 78-254 households destroyed made some strides to achieve its goals of resettling the IDPs. Many of the IDPS received Ksh.10, 000 and Ksh. 25,000 both as stand-fund and for reconstruction. In addition, the Government of Kenya, through a loan of Ksh. 1.5 billion from ADB constructed 14,269 houses for those who returned to their farms especially in Wareng, Eldoret East and West, Molo, Njoro and Kuresoi. Eldama Ravine was also listed for construction of about 2,000 houses in the same scheme.

Many of the IDPS have managed to move from the main camps to self-help camps, others to their farms and integrated, for example, Shalom City Self-Help Camp in Mawingu have been settled or in the process of being resettled. Majority of the IDP pupils have been able to go to school and restarted their education for those who left school due to violence while others who were born while their parents were in the IDP camps have been able to starting going to school. at nearby schools, some of which have facilities for the early childhood education.

Education in this scenario plays an important role in the lives of the participants. The access to education among the resettled IDP pupils plays a great role in physical, psycho-social and cognitive protection. Engaging pupils in educational activities ensures reasonable risk reduction since attending school is one of the measures of protection. When resettled IDP pupils are given the opportunity to engage in formal education, it gives them a sense of normalcy as well as their community.

Educational activities allow pupils to express themselves and engage with their peers in psycho-motive, cognitive and affective activities. Sinclair (2001) acknowledged that many agencies staff members felt that structured activities have beneficial effect on the mental state of pupils and adults. This is because pupils learn skills and knowledge to cope with increased risks, which in turn allow them to protect themselves. Nicholai states that educated women and girls are empowered to self reliance and development. Education does save life and it is one of the strongest socioeconomic factors associated with pupils survival. Pupils are taught skills on health hygiene awareness and promote health behavior. Education is also important in disseminating vital survival information such as tolerance and conflict resolution skills, (Nicholai, 2003; Nicholai and Triplehorn, 2003).

As far as participation is concerned, there are various factors that hinder pupils' participation in primary education from IDP resettlement schemes. The customary practices and parental beliefs and traditional beliefs make Pupils to find themselves out of school programmes as a result of high poverty levels in the IDP resettlement schemes. Poor families find education costs as a burden and demanding therefore their children end up engaging in income generating activities to supplement their families' meager income.

Others do not participate in education simply because they are unhealthy and they irregularly attend school hence they are demotivated. Parents gender preferences on access and participation on education negatively affects particular gender. This is further aggravated by tradition and beliefs that one gender is better than the other. Mostly, girls face various socio-cultural barriers which include low esteem and

aspiration and parental attitudes, perception cultural rituals for instance female genital mutilation and stigmatization as a result of rape during conflicts, (KHRC, 2010).

Economic factors are key issues that dictate the kind of education one receives. Resettled families lost their livelihood and business; most of them are still languishing in poverty and trying to come with terms with the losses. Economic constrain may be one of the contributing factors that have hindered pupils participation in education. Meeting educational expenses becomes a luxury to IDPs. Pupils engage themselves in child labour to meet their basic needs and because they are also idle, they try to involve themselves in lucrative activities.

Resettled families and Inherently Vulnerable Groups (IVGS) have been accorded social, moral and economic support by the different duty bearers. Kenya's New Constitution (2010), provides durable solutions to IDPS at all levels if enforced and accomplished. The initiation of the National Land Policy which established the National Land Commission is one example, (KHRC, 2010). Pupils from Molo IDP resettled areas have gone through traumatizing events. Some are psychologically affected and have lost interest in learning. Those who by chance secured a place in the available schools find themselves either in low grade and mixed age due to delay as they took some time before being resettled and findings schools.

1.2 The Statement of the Problem

Since the 2007/2008 post-election violence in Kenya, some of the priorities of development agendas have been forgotten. Many people who were displaced from their homes because of the violence left the schools where their children attended and

were resettled in totally new areas where schools never existed or where schools are very far from their new places of residence or simple lack adequate infrastructure. Even those who managed to be resettled in their former places of residence were not better off either; they found their schools invaded, burned down or vandalized. For instance, the Nsiada resettled families in Saboti sub-county, Launda and Teldet Primary schools were destroyed but are yet to be constructed. The pupils who were lucky to secure places in public schools received poor quality education because of meager resources, (KHRC, 2010).

In many places parents, teachers and learners are struggling with the challenges which range from lack of early childhood education schools for pupils, long distances to schools for some pupils and the need for private arrangements to hire teachers through the PTA and BOG programmes that are run by the schools. Such teachers are usually expensive and sometimes untrained. For instance, Nyakinyua primary school in Masaita Kipkelion sub-county has four schools with a very high population of pupils but with few teachers and thus parents are forced to make private arrangements to get additional teachers, (KHRC, 2011).

A similar crisis is experienced in Kuresoi (Molo) where there is no school to serve pupils from Kong'asis resettlement scheme. While in Wanaruona Baraka resettled families, the nearest ECD facilities are found at a private school located 3km away. Students usually go to Morendo Primary school which is-about 3km away, (KHRC, 2011).

In addition there are cases where parents are unable to pay school fees for their pupils in secondary schools and tertiary institutions. The mere notion of moving IDPs from one camp and being resettled in another has further complicated education opportunities for these pupils, (KHRC, 2011). As a result, educational standards in the schools attended by resettled IDP pupils in general have been compromised a lot and may remain in a deplorable condition if not urgently attended to (Molo Settlement Areas, 2014). This research therefore, sought to determine the factors influencing pupils' participation in primary education in Molo IDP resettlement Scheme, Kenya.

1.3 Purpose of the Study

The purpose of this study was to establish the factors influencing pupils' participation in primary education in Molo resettlement scheme, Kenya.

1.4 Research Objectives

The specific objectives were:

- (i) To determine how pupils' characteristics influence their participation in primary education in Molo resettlement Scheme.
- (ii) To determine the influence of customary practices on pupils' participation in primary education in Molo Resettlement Scheme.
- (iii) To identify how parental beliefs influence pupils' participation in primary education in Molo Resettlement Scheme.
- (iv) To establish the influence of economic factors on pupils' participation in primary education in Molo Resettlement Scheme.

- (v) To seek suggestions that can be put in place to reduce the problem of pupils' participation in primary education in Molo Resettlement Scheme.

1.5 Research Questions

The research sought to answer the following questions;

- (i) To what extent do pupils' characteristics influence participation in primary education in Molo Resettlement Scheme?
- (ii) How do customary practices influence pupils' participation in primary education in Molo Resettlement Scheme?
- (iii) Do parental beliefs influence pupils' participation in primary education in Molo Resettlement Scheme?
- (iv) To what extent do economic factors influence pupils' participation in primary education in Molo Resettlement Scheme?
- (v) What measures can be put in place to reduce the problem of pupils' participation in primary education in Molo Resettlement Scheme?

1.6 Significance of the Study

This research was to attempt to provide training to policy makers in education to develop and pursue strategies that are more likely to help in realization of adequate participation in education among resettled IDP pupils which can also lead to high enrolment, retention, increased completion and transition to secondary school.

The results from this study would help education practitioners to be in a position to discern the variables that are likely to impact negatively on resettled IDP pupils'

participation in primary education. The findings may move donors in Kenya to pay more attention to pupils' participation in primary education among the resettled IDP pupils. The findings of this study would also be an eye opener to other scholars who may be provoked to carry out further research in the areas being addressed by the research.

1.7 Limitations of the Study

According to Best and Kahn (2006), limitations are conditions beyond control of the researcher that may place restrictions on the conclusion of the study and their application to other situation. Therefore this research was faced by the following limitations;

Obtaining data from schools of the resettled IDP pupils was difficult because the schools did not maintain disaggregated data in terms of resettled IDP pupils and the locals hence barred data collection and analysis. To mitigate on this, the researcher created a rapport with the respondents by explaining the purpose of the research and the reason why they were targeted for the study. Thereafter she requested respondents to accept to participate in the study and cooperate and give honest information during data collection.

The study was further limited to factors influencing participation of pupils' in primary education in Molo IDP Resettlement Scheme. Pupils from resettled IDP families keep on migrating from one school to another and therefore it was hard to associate the data collected with specific pupils. At the same time obtaining grades in the course of the year made it difficult to determine rate at which the pupils move from one class to another or from primary to secondary school.

1.8 Delimitation of the Study

Delimitations are boundaries of the study according to (Orodho, 2003) which defines the extent to which the study will go. This research was delimited to investigating factors influencing pupils' participation in primary education in Molo Resettlement Scheme and therefore certain variables that influence participation of pupils' in primary education such as teachers' characteristics and security problems were not dealt with in the current study. The study was confined to four schools only Name them. The research targeted head teachers, teachers and pupils from the selected schools; hence the findings were not generalized to the rest of the resettlement schemes in Kenya.

1.9 Basic Assumptions of the Study

The study was carried out under the following assumptions which were proved to be true in the course of the study:

- i. In the study it was assumed that the respondents had adequate knowledge on the issues being addressed by the study.
- ii. The study assumed that low participation of pupils' in primary education was influenced by other factors alongside pupils' characteristics, customary practices, parental beliefs and economic factors.

1.10 Definitions of Significant Terms

Child labour: Refers to a situation where pupils under 18 years engage in paid or unpaid employment instead of being in school or engage in learning activity because of Prevailing poverty levels in the IDPs resettlements scheme.

Drop-out: Refers to those learners who discontinue from schooling before completion cycle in which they are enrolled due to advanced age, informal Charges and poverty levels in the IDPs in resettlement scheme.

Emerging issues: Refers to unexpected or occurrence which requires immediate attention or action in the IDP resettlements scheme.

Internally Displaced Person(s): Refers to a person who is forced to flee their home but Resettled in Molo resettlements schemes.

Participation: Refers to taking part in educational programmes or being in school rather than staying idle or engaged in non-educational activities.

Economic: Refers to relating to society, people lives in general in relation to the economy of particular region.

Post-election violence: Protest that escalated and directed to certain ethnic group as a result of disputed presidential elections in Kenya.

Pupil: Refers to pupils form resettled families who is participating in educational programmes

Resettlement: Refers to persons displaced but have been relocated to another place.

1.11 Organization of the study

The study is organized into three chapters. Chapter one consists of the introduction, background of the study, the statement of the problem, the purpose of the study, objective of the study, research questions, significance of the study and definition of the significant terms. Chapter two consists of the literature review, theoretical framework, conception framework and summary of review literature.

Chapter three consists of 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 presents the data analysis, presentation and interpretation while chapter five winds up the study with the summary of findings, conclusions and recommendation and suggestion for further research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter examines previous studies of literature related to the study. It has discussed major factors affecting participation in formal system of education by pupils across the world. This review of related literature has highlighted on factors that affect participation in education among resettled IDP pupils, namely: pupils' characteristics, customary practices factors, parental beliefs and economic factors, the theory up on which the study is anchored and the conceptual framework.

2.2 Overview of Resettlement of IDPS in Kenya

The National IDPs Network is an advocacy group working across all forty seven counties in Kenya founded in 2003. It has grown in membership from a small group of victims of the politically-instigated violence of the 1990s to a national network including IDPs that were a result of the 2007 post-election violence and other victims from other causes of displacement, such as socio-economic. The IDPs network is managed by an elected leadership comprising of national and regional representatives. The main objective is to advocate for the protection of IDPs and ensure their participation in national matters, (Klopp, 2008).

Displacement in Molo has become a routine by 2008, it was the fifth time. Not only post-election-violence triggered the displacement but there are other factors for instance raping that happened from certain communities, or as a result of fighting among drunkard people led to communities rising against one another because of bitterness and ranging revenge. In Molo there are about 60 sites hosting the IDPs, 16

sites are located in Molo town. Some of IDPs have been resettled in different self-help farms and others were purchased for land by the government. Other categories of IDPs are evictees from Mau forest and the landless from different part of the country who are resettled at Upendo farm in phases. Each IDP was entitled 21/4 acre of land, (KHRC, 2011).

Internally displaced persons in Molo and Mau Summit IDP settlement areas are approximately 4,700 with approximately 1,700 pupils ranging from nursery to tertiary/college learners. Nursery and primary school going pupils are 1,345 competing for the four available and accessible schools in the areas. There four public schools namely Kibunja Highway, Muchorwe, Upendo and Baraka Shalom with a capacity of 70 pupils, the rest accommodate a population of 1275 pupils already enrolled in these schools, (School records, July 2014). By the look of things classrooms are overcrowded and other resources are over stretched. Therefore the study sought to examine factors influencing pupils participation in education in Molo IDP resettlements schemes.

Participation in primary education among the resettled IDP pupils have met the considerable worldwide improvement in access to education in the past decades, they often remain without adequate schooling. As a right, education should be provided to resettled IDP pupils because this is one of the major ways for them to achieve durable solutions to their displacement. Education also provides a protective function and conveys life-saving messages. Pupils acquire skills needed to function in their areas of displacement and on return. Schools give pupils meaningful day to day activities,

leaving them less likely to succumb to negative aspects of long-term displacement including violence, recruitment to gangs, crime, drug abuse and child labour.

2.3 Pupil's Characteristics and Participation in Primary Education

This population of displaced pupils needs to exercise their educational rights like any other child. This is dictated by other drives either extrinsically or intrinsically motivated. Peer influence can negatively or positively cultivate self-control and self-direction. Cases of indiscipline among resettled pupils might be on the rise as a result of unresolved psychological disturbances encountered during the post-election violence. Also, due to exposure to an environment of all sort of life style in the camps. Some may refuse to go back to school hence indulge in hazardous activities.

A study conducted in the University of Cape Town on age, shown that there was a strong relationship between age and promotion from one class to the next. It also stated that as students grow older they argue to move to the next level of education increases and if this is frustrated, the learner might discontinue with schooling. Moreover it's taxier for pupils from IDP resettlement areas who have been interrupted from their normal classroom routine. They find it difficult to repeat or even go back to school because of age. Girls are more vulnerable because of their nature of maturity. Pupils also develop negative attitudes toward schooling because either they are old, wasted time to settle hence delay to enrolment, teachers battering and unfriendly environment full of discrimination. The study therefore found it necessary to establish whether pupils characteristic have any effect on pupils' participation in primary education in Molo in IDP Resettlement Scheme.

2.4 Customary Practices and Participation in Primary Education

Poverty is often regarded as a catalyst for multitude of social and behavioral problems. In this kind of scenario pupils from Molo and Mau Summit resettlement scheme exhibit some anti-social behavior, for instance teenage pregnancy, alcohol and substance abuse and adult criminality. Poverty makes pupils academically frustrated and tends to be more extrinsically motivated than intrinsically motivated as compared to the other pupils from the host community. Traditions and beliefs are likely to negatively affect the child's education like girls who are subjected to female genital mutilation (FGM). Other forms of violence against pupils especially girls in camps being forced to marriage, rape by adults who are supposed to protect them, boys and even teachers and no action is taken against the perpetrators as there is laxity in law enforcement may frustrate the girls will to participate in primary education.

Pregnancy is one of the gender discrimination factors that bar school girls who get themselves in this situation from continuing with their studies. Thousands of girls worldwide are forced to drop out of school because of pregnancy. In countries like Mali, Togo, Nigeria, Swaziland, Uganda and Zambia pregnant girls are reportedly expelled from school on the grounds of premature sexual relationships and their inability to continue being students because of their maternal needs.

Particularly in Tanzania, according to the Ministry Of Education And Cultural Statistics, 2,227 girls were forced out of school due to pregnancies in 2003. These girls are said to suffer from stigmatization and drop out of school. The global commitment to eliminate gender disparities in primary and secondary education by the year 2005 was to identify recommendations for some obstacles to facilitate the

achievement of the goal within the agreed time frame. In Bangladesh, marriage of a female child often entails a considerable financial burden on parents; it's perceived that investment made in education of the girl child may not benefit her own family but the family of her husband and the in-laws.

Research done on the impact of gender preferences on access to education have negatively affected girls participation in education with an example of a research carried in Zimbabwe and South Africa. These findings were that Zimbabwean parents preferred to educate their sons at secondary school level rather than their daughters. These imbalances are against pupils' rights that agitate for elimination of all forms of discrimination of pupils as was declared in (UNICEF, 2004). This declaration states that no girl however poor, desperate her country's situation is, is to be excluded from school. The issue of gender imbalance in terms of accessibility to education will overfly discriminate and determined resistance to the idea of girls having an equal chance to educational opportunities.

Other cultural practices such as initiation ceremonies and gender socialization have greatly contributed to failure of pupils' access to education. They are strongly predominant factors that contribute to low participation rates in education within a typical community. Abagi and Odipo, (1997), in their research findings, indicated that areas where circumcision is still practiced, pupils develop negative attitudes towards teachers and school in general. The attitude that these pupils becomes adults after undergoing circumcision as rite of passage which makes society to pressurize the initiate to abide to traditional expectations. Customary practices factors hold back poor countries. It also makes the country's overall productivity to suffer. Cultural and

religion norms may block the role of women; leave without economic, political rights and without education, therefore undermining half of the population in its distribution to overall development. Customary practices factors within school do affect quality of implementation of school wide programme and this is even more aggravated by IDP state.

2.5 Parental Belief and Participation in Primary Education

Traditions and beliefs are likely to negatively affect the child's education. Other forms of vices in the camps include forced marriage, rape by adults who are supposed to protect the pupil's, boys and even teachers. What is perhaps appalling is that no action is taken against the perpetrators as there is laxity in law enforcement during population displacement emergencies. Cultural barriers that hinder full participation among girls include early marriage, their socialization from an early age as home makers, caregivers and child bearers. Girls have been seen as assets for household wealth generation (Socio Economic Study, 2008). This also has led to high dropout, repetition, low completion of girls compared to boys in Southern Sudan.

Widespread violence is usually manifested in the use of corporal punishment, abused violence in both school based, sexual violence during ethnic raid as form of challenges that affect girls in their socialization process. According to Save the Children, (2008c) in South Asia, girls are generally agreed as broad category at risk during emergency, because of traditional gender disadvantage. Normal patriarchal cultures are strengthened during emergencies as people seek comfort in routine relations. (UNICEF, 2007) Early marriages may push girls out of school.

In Afghanistan for instance, girls are pushed to polygamous marriages and men are forced to marry more than one wife because girls are more than men. Protectionism in Maldives secondary school does not exist in every island and parents may be reluctant to send their daughters to neighboring Islands for fear of pregnancy and sexual abuse. Religious taboo and misinformation also impede of the girls quest to participate in development activities. Oxfam reported that in some cases during tsunami, the heavily and voluminous clothing worn by Muslim women and cultural barriers prevented girls from learning how to swim. This then contributed to the death of many women and girls. Women also refused to climb rescue boats manned by males from their village.

2.6 Economic Factors and Participation in Primary Education

These are challenges linked to economy which plays a significant role in participation in education among IDP pupils. During the post-election violence most families lost their properties and family members who were the pillars or were the only source provider. Furthermore some pupils may be demotivated to join schools of lower standards from the previous one. In the normal education setup research has revealed that one of the most powerful influences on demand for primary, secondary and higher education enrolment rate in some developing countries is the level of family's income, (Meenum, 1999). It further states that if a poor family in Malaysia chooses to send their pupils to primary or secondary school they must make considerate finances sacrifices.

In Kenyan scenario, one of the causes of poverty is the high cost of education, (Republic of Kenya, 2002). Poverty Eradication Strategy Action Plan emphasizes that many families are unable to afford high cost of education forcing their pupils out of school and thus limit their employment opportunities. During the UNICEF

conference, (2004) research carried in 55 countries and two Indian states found that pupils of educated women are much more likely to go to school and more to schooling, the woman received the more probable is that their pupils will also benefit from education. It is indicated that if educated girls become mothers, they are likely to send their pupils to school thereby passing on and multiplying benefits both for themselves and society in positive integrated manner.

Pupils who find themselves in IDP and have lost hope of resuming schooling, opt to engage in income generating activities for survival. Sometimes an avoidable circumstance like the child's position in the family, where they assume parental responsibility as head of household. Poverty levels drive pupils to seek alternative ways of supporting their parents. Many of these families derives their income from casual work with no security and frequent unemployment, parents cannot meet the school costs of their pupils.

The convention of the right of the child (CRC, 1989) defines a child as any one below the age of 18. This group has been involved in labour, either paid or unpaid. This phenomenon adversely interferes with pupils' participation in education by denying them access to school or dropping from school if they are already enrolled. A survey carried out by (UNICEF, 2004) shows that households in 25 sub-Saharan countries , indicated that 31% of pupils aged between 5-14 years are engaged in unconditional work. At the same time, there are more than 788,000 pupils of school going age are working. The labour ministries revealed that majority of Kenyan pupils' age between 6-16 years do not attend school and may be involved in child labour.

There is a relationship between child's position in the family and access to education. UNESCO, (2001) found that the firstborn child stand a chance of not completing school because they supplement income as they do household chores hence deprived completion of educational cycle. In some cases where pupils lose their parents due to conflict or succumb to HIV/AIDS pandemic, the firstborn shoulders the parental responsibilities hence terminating his/her education.

2.7 Summary of Reviewed Literature

The reviewed related literature discussed some of the factors influencing participation of pupils' in primary education among resettled IDP pupils in general. The broadly discussed factors include pupil's characteristics, customary practices, parental beliefs and economic factors. The above factors proved to have great impact on the pupil's participation in primary education. (Abagi (1993) and Hyde (1995) have both indicated that socio-culture factors have immensely affected participation in primary education. Issues pertaining education policies and economic factors that negatively influence pupils' participation in primary education have been supported by Lewin and Coillods (2001), UNICEF, (2006). These are "the factors affecting participation in education in public school and completion and retention are reported on the reverse". However, so far no study has been conducted to determine the factors that influence pupils' participation in primary education among resettled IDPs in Kenya and more precisely the Molo IDP Resettlement Scheme.

2.8 Theoretical Framework

The orientation of this study is on pupils' participation in primary education which focused on the access and participation in primary education among resettled IDP pupils. Therefore, the study adopted its theoretical framework from Classical Liberal

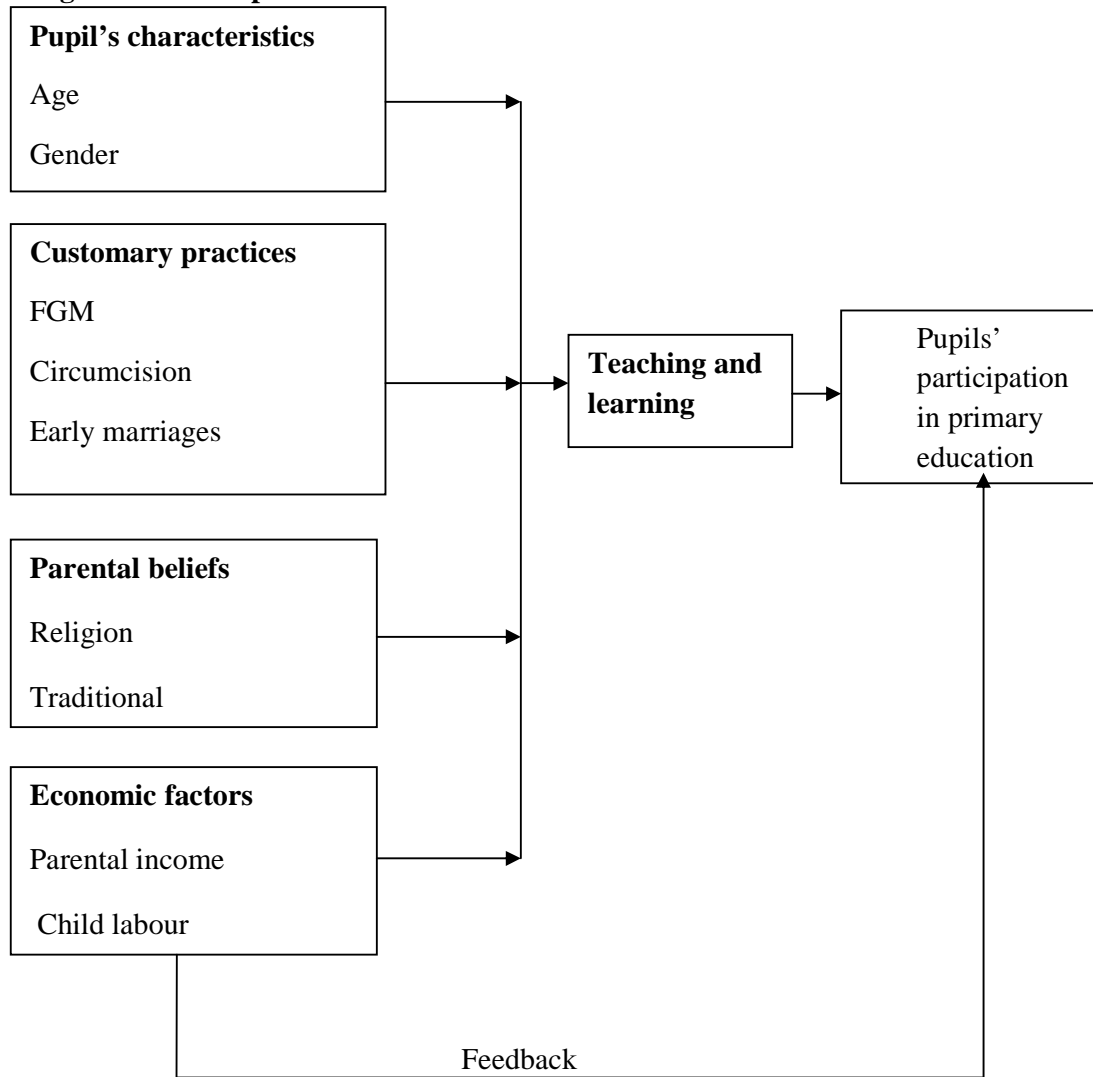
Theory of Equal Opportunity advanced by Horace Mann and advocated by John Rawls. Classical liberal theory of equal opportunity asserts that each person is born with a given amount of capacity, which to a large extent is inherited and cannot be substantially changed. Thus education system should be designed so as to remove barriers of any nature (socio-economic, gender, geographical and policy) that prevent students from taking advantage of inborn talents.

The theory seeks to further go through education system whose participation would be determined on the basis of individual merits and not economic background, gender, geographical barriers and policies. The theory further asserts that no amount of discrimination or prejudice should cause a child from getting proper education. It stipulates that all people should be treated similarly unhampered by artificial barriers or prejudices and preferences. It further asserts that one's sex, religion race, age; social status should not hinder him/her from accessing the things that he/she deserves. It works against all sorts of discrimination and provides an equal ground for all.

The theory was found relevant for the study because by removing barriers that hinder participation in primary education among the resettled IDP pupils, ideal conditions could be created to implement the vision of equal opportunity where everybody has access to the kind and amount of education that suits his/her inherited capacity. This in turn would reduce the incidence of dropouts, absenteeism and child labour which impacts negatively on education. The strength of this theory is that it recognizes the fact that no human being is a lesser human. If you provide an equal opportunity and platform for all pupils from resettled families which they are entitled to, it allows for equity.

The weakness of his theory is that its more advantage to the relatively advantaged among the disadvantaged, hence inequalities are distributed differently across groups but not eliminated. It states that the problem of inequality-injustices becomes a personal pathology blamed for your own poverty.

Figure 2.1 Conceptual Framework



Conceptual framework illustrates factors that are key determinants of high participation in primary education among resettled pupils identified for this study. These factors include pupil's characteristic which are age and gender, customary practices which includes FGM, circumcision and early marriages, parental beliefs

which includes traditions and religious; Finally, Economic factors; which includes parental income and child labour; If the above factors are adequately addressed, resettled IDP pupils would be able to fully participate effectively in education. The end results which would be realized are: high enrolment, completion of school, retention and low absenteeism.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter deals with research methodology employed in the study. This includes the research design, target population, sample size and sampling procedure, research instrument validity, instrument reliability, data collection procedure and data analysis techniques.

3.2 Research Design

Borg (1996) defines research design as a logical and valuable way of looking at the research. Therefore to accomplish the purpose of this study, the researcher adopted survey as its design.. Gay (1981) this design was used on preliminary and exploratory studies to allow the researcher to gather information, summarize, present and interpret the research data to achieve the study objectives.

The purpose of the design was to study the relationships that exists, practices that prevail, beliefs and attitudes held, processes that are going on, effect being felt or trends that are developing (Best and Khan, 2007). Therefore this design was intended to find out from the head teachers, class teachers and pupils, the factors influencing the pupils' participation in primary education among the resettled IDP pupils in Molo Resettlement Scheme.

3.3 Target Population

As Borg and Gay (1989) define population as all the members of a real or hypothetical set of people, event or object to which a researcher wishes to generalize

the results of the study. Therefore the target population of the study was 4 schools, 4 head teachers, 13 teachers and 1345 pupils, (Molo County Education Office, 2014).

3.4 Sample Size and Sampling Procedures

Simple random and purposive sampling techniques were used to pick a representative sample of pupils and teachers to administer the questionnaire for this study. The researcher opted for these techniques because they are practical as compared to complete census. The techniques are flexible, has great scope and flexibility in matters of type of information to be obtained and economical.

There were 4 schools within the area of study, so the researcher used a census and random sampling to select schools, complete census for the Head teachers, 30% for teachers because they possess the required information with respect with the objectives of the study. Random sampling was also used to select 30% pupils' population according to (Kothari, 2003) which is 403. This ensured that each member had an equal and independent chance of being included in the sample and it is also free from biasness. The class teachers from the selected public primary schools were selected for participation.

3.5 Research Instruments

The main research instrument used in this study was questionnaire. The researcher found questionnaires adequate in the study because it was the most suitable research instrument for survey research design. Further, the researcher preferred it because all those who took part were the head teachers, class teachers and pupils who were literate and capable of responding to the items on their own. According to Mugenda and Mugenda (2003) questionnaires are commonly used to obtain important

information about the population. Each item in the parts of the questionnaire is developed to address specific research questions of the study.

The questions were both closed and open ended. Close-ended questions were useful to elicit certain responses which were sought. Open-ended questions were used to add more information that was of importance to the study. However (Kombo and Tromp, 2006) cited the weakness of a questionnaire as low response rates and no explanation can be given for incomplete responses.

3.6 Instrument validity

Validity is the degree to which results obtained from the analysis of the data actually represents the phenomenon under study. In order to test and improve validity of the questionnaires, the researcher first, did a pre-test in a pilot study similar with the target population of the head teachers from Molo IDP Resettlement Scheme.

Thereafter, the researcher sought expert opinion from the supervisors and assessment of the instrument on content validity.

3.7 Instrument Reliability

The reliability is a measure of the degree to which research instrument yield constant results or data after repeated trials. (Gay, 2006) a researcher's tool is reliable if it is consistent and stable hence predictable and accurate. Therefore a scale or test to the extent that repeat measurements made by it under constant conditions would be the same results (Kamar, 2005).

The reliability of a standardized test is usually expressed as coefficient. The reliability of the instruments in this study was assessed using test-retest method in which the same respondents were subjected to a test twice, the second after two weeks from the

first. To attain the reliability coefficient, each questionnaire item was awarded specific maximum scores for relevant response by the respondents. The responses in the first test were scored on the scale of the scores of each questionnaire item. The same was repeated in the second test. The scores were collated using Pearson's product moment of correlation coefficient and this was taken as an estimate of reliability.

This was done using the Pearson formula to establish the correlations between the first and the second test.

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n \sum x^2 - (\sum x)^2] [n \sum y^2 - (\sum y)^2]}}$$

$\sum x$ = sum of x scores

$\sum y$ = sum of y scores

$\sum x^2$ = sum of square x raw scores

$\sum y^2$ = sum of square y raw scores

$\sum xy$ = sum of the products of paired x and y raw scores

N= number of paired scores.

The Pearson's product moment of correlation coefficient was found to be 0.87 which is above the recommended threshold of 0.7, and therefore the instruments were declared reliable, (De Van et al, 2007).

3.8 Data Collection Procedure

Before administering the questionnaire, authorization for research project was sought from National Council for Science and Technology, Ministry of High Education

Science and Technology (MoHES and T). On receiving the permit, a covering letter requesting the participants to cooperate in the study was written by the researcher and attached to the questionnaire.

The researcher preceded to the County Educational Director's Office in Molo to deliver the research instruments. Then the researcher made appointments with the 4 head teachers of the schools. The researcher created rapport with respondents and explained the purpose of the study by taking them through the content for clarity and administered the questionnaire to respondents. They were assured that strict confidentiality was to be maintained as far as their identity was concerned. The completed questionnaires were collected as soon as they were filled.

3.9 Data Analysis Techniques

Data analysis involves categorizing, manipulating and summarizing of data in order to obtain answers to research questions. Before the actual data analysis, the gathered data was validated. Data from the questionnaires was first coded and entered in the Statistical Packages for Social Science (SPSS) and excel computer softwares windows programme to enable analysis.

Frequencies and percentages obtained were used to present the information from which comparing the frequencies and percentages was done on interpretation. Descriptive statistics was used to summarize the data, to enable the researcher to meaningfully describe a distribution of scores or measurements using statistics depending on the type of variables in the study. The results were tabulated for easy interpretation.

3.10 Ethical Consideration

According to David Resnik (2011), there are a number of reasons why it is important to adhere to ethical norms in research. Norms promote the aims and objectives of the research such as truth, knowledge and avoidance of errors. Therefore to maintain originality, the researcher carried out the research alone and did not take somebody's work or involve any one.

In case where someone else's work was included in the research it was duly acknowledged through citations and quotations. This was important to protect the copyright of other researchers work besides avoiding plagiarism. The researcher also ensured that there were neither physical nor psychological harm to aggravate what the respondents had gone through. Respondent's identity was hidden; this was done by coding names to make the respondents anonymous. The coding of names was also an assurance for the respondents to be honest as possible in their responses. It also protected those who divulge information that was considered extremely sensitive and thus be subject to aggression.

Respondents were given the name of the researcher, the information on the research, the aims of the research and its importance so that the volunteers to be respondents make their decisions based on information and not ignorance. They were also informed that there was no monetary benefit. It was important because some respondents whose expectation on any gain due to their mind set of being victims of PEV think that there was some immediate monetary benefit.

The researcher has presented the authentic findings as they are and not twisted in any way. All respondents were volunteers. The research report is a public document and would shared with all stakeholders in the education sector.

CHAPTER FOUR

DATA ANALYSIS AND INTEPRETATION

4.1 Introduction

This chapter presents the findings on factors influencing pupils' participation in primary education in Molo Resettlement Scheme, Kenya. The findings are presented on the demographic information of the respondents that is; head teachers, teachers and pupils living in the IDP resettlement scheme in Molo and the research the research objectives. Data analysis is done by use of frequencies and percentages and the results presented in form of tables, pie charts and bar graphs. The analysis is done in relation to each item in the research instrument.

4.2 Questionnaire Return Rate

Three types of questionnaires were used to collect data for this study. The questionnaires were for the head teachers, teachers and pupils from Molo IDP Resettlement Scheme. The questionnaires were administered in schools within Baraka Shalom, Kangawa Phase 1, 2 and 3 and Mlima Farms. Questionnaires were administered to 4 head teachers, 13 class teachers and 403 pupils in the upper classes.

After the research, 383 questionnaires for pupils were dully filled representing 95% return rate, while 20 were not dully filled representing 5%. All questions in the questionnaires for the 4 head teachers and 13 teachers in the sampled schools were answered thus representing 100% response rate for the two categories of respondents. These were presented in table 4.1.

Table 4.1 Questionnaire Return Rate

Respondents	Number questionnaires issued	of Number questionnaires returned	of Percentage
Head Teachers	4	4	100
Teachers	13	13	100
Pupils	403	383	95

N= 400

Among the 383 pupils, the response rates were 95%. 100% responses from the 13 class teachers. All questions in the questionnaire were answered by the head teachers in the selected schools thus representing 100% return rate. In overall, the average questionnaire response rate achieved was 91.3% which was considered adequate as providing a relatively valid and reliable representation on the target population, (Mulusa, 1990).

4.3 Demographic Information of the Respondents

This section deals with demographic information given by respondents which helped the researcher in the study.

4.3.1 Demographic Information of Pupils

Demographic information for pupils was based on their gender, age, class, and occupation of the parents. Data on the pupils' gender is represented in table 4.2.

Table 4.2: Gender of Pupils

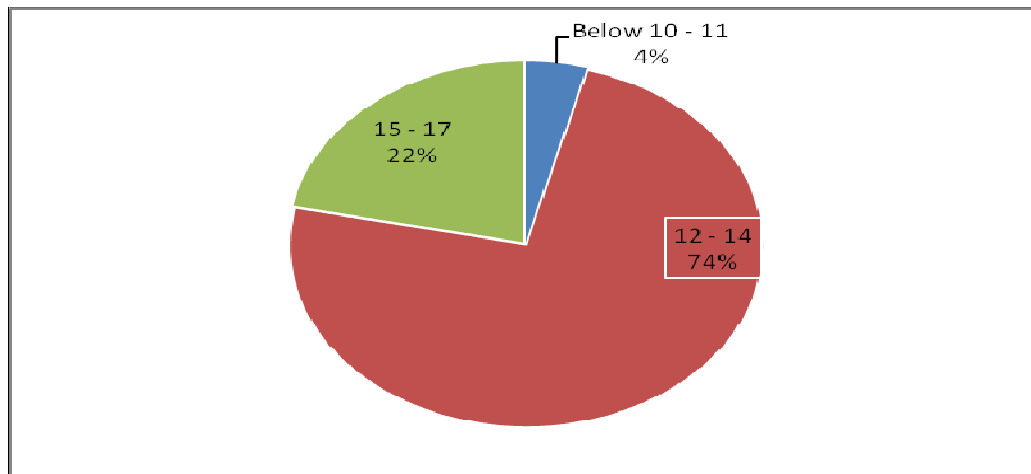
Gender	Frequency	Percentage
Male	184	48.04
Female	199	51.96
Total	383	100

N = 383

Data on the pupil's gender showed 199 were female representing 51.96%. This shows that gender has not been maintained in terms of pupils' participation in primary education in Molo IDP resettlement Scheme.

The pupils were further asked to indicate their age and the findings were presented in figure 4.1.

Figure 4.1: Age of Pupils



N=383

The ages of the pupils ranged from 10 to 17 years with the majority being falling between 12 - 14 years at 74%. This implies that the children were quite mature and within the age for primary school such children can easily be vulnerable to factors influencing their participation in primary education. This study concurs with study

carried in Bulgaria, Peshtera and Roma, these age bracket of children are adolescence who are sexually active hence they engage themselves in early marriages and other economic activities like child labour to alleviate poverty levels in their families, Munuela, Susannah and Bernd (2011)

4.3.2 Demographic Information of Teachers and Head Teachers

These were captured in terms of their gender, qualifications and the head teachers' level of experience. The gender distribution of the teachers and the head teachers was presented in table 4.3.

Table 4.3 Gender Distribution of Teachers and Head Teachers

Respondents	Gender			
	Male		Female	
	F	%	F	%
Head teachers	2	50	2	50
Teachers	6	46.2	7	53.8
N = 17				

The research data on teachers revealed that 6 (46.2%) teachers were male and seven 7 (53.8%) were female. This implies that there was lack of enough male teachers as role models for the male pupils to emulate in the schools. The research further revealed that there was gender balance of 50% among the head teachers in the sampled schools.

The professional qualifications of the teachers and head teachers were presented in table 4.4.

Table 4.4 Professional Qualifications of Teachers and Head Teachers.

Qualifications	Head teachers		Teachers	
	F	%	F	%
First Degree	2	50	5	38.5
Diploma	2	50	3	23.1
P1	-	-	5	38.5
Total	4	100	13	100

N = 17

Data on table 4.4 revealed that all head teachers were well trained as 50% were degree holders and 50% had diplomas. Therefore they were in a good position to explain the factors influencing the pupils' participation in primary education among resettled IDP pupils and guiding them on their education and counseling them on matters related to their education.

The findings also revealed that 38.5% of the teachers hold first degrees and P1 certificates. These findings indicate that all the teachers were qualified as per the TSC requirements for the employment of teachers in primary schools. Hence they were in a position to provide reliable information on factors influencing children's participation in education among the resettled IDP pupils in their schools.

The head teachers were further asked to indicate their experience in teaching as well as head teachers. Their responses were presented in table 4.5.

Table 4.5: Experience among the Head Teachers

Duration	Frequency	percent
Less than 5 years	2	50.0
Between 6 and 10 years	1	25.0
Above 10 years	1	25.0
Total	4	100.0

N= 4

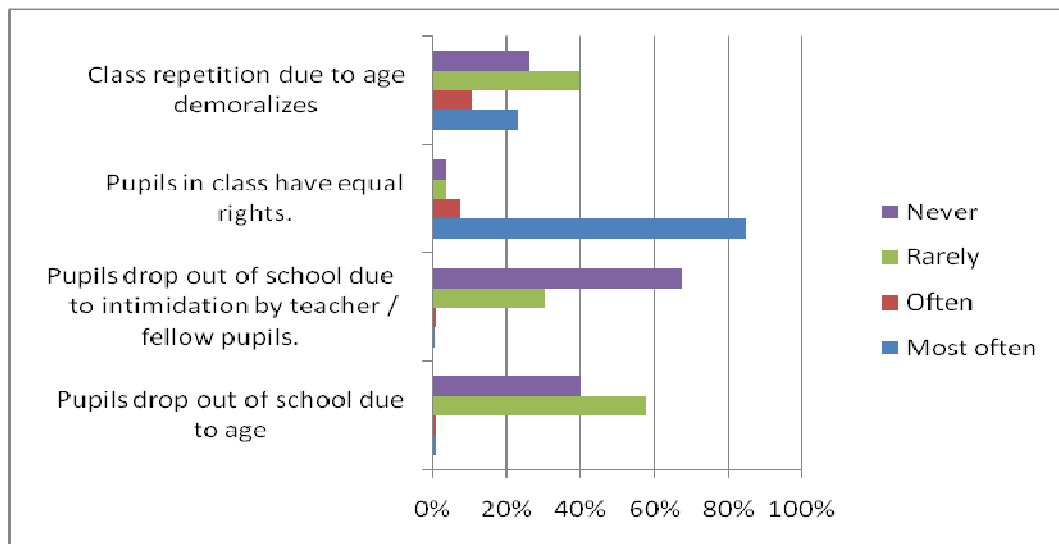
The experiences of head teachers were as follows; 50% had less than five years experience, 25% had between 6 to 10 years experience and 25% had more than 10 years experience which made it easier for them to provide the required information and which has given them good experience on factors influencing pupils' participation in primary education in Molo IDP Resettlement Scheme.

According to Barasa (2007) head teachers with high working experience are found to have better management skills, quality leadership and more committed to improving quality outcomes. At the same time, education managers with wide teaching experience understand best practices in education, possesses the right skills and experiences in education management. This in line with the findings of Abagi and Odipo whose research findings reveal that such head teachers and teachers are capable of creating positive influence within the education sector, (Abagi and Odipo, 1997).

4.4 Pupils' Characteristics and Participation in Primary Education

Pupil's characteristics such as age and gender influence their decisions to enroll or withdraw from school and this has contributed to their low participation in primary education. The study sought to find out the influence of pupils' characteristics on participation in education among the resettled IDP pupils. To achieve these, the teachers were asked to indicate whether age and gender affected their participation in primary education. Their responses were presented in figure 4.2.

Figure 4.2: Factors Affecting Pupils' Participation in Primary Education according to pupils.



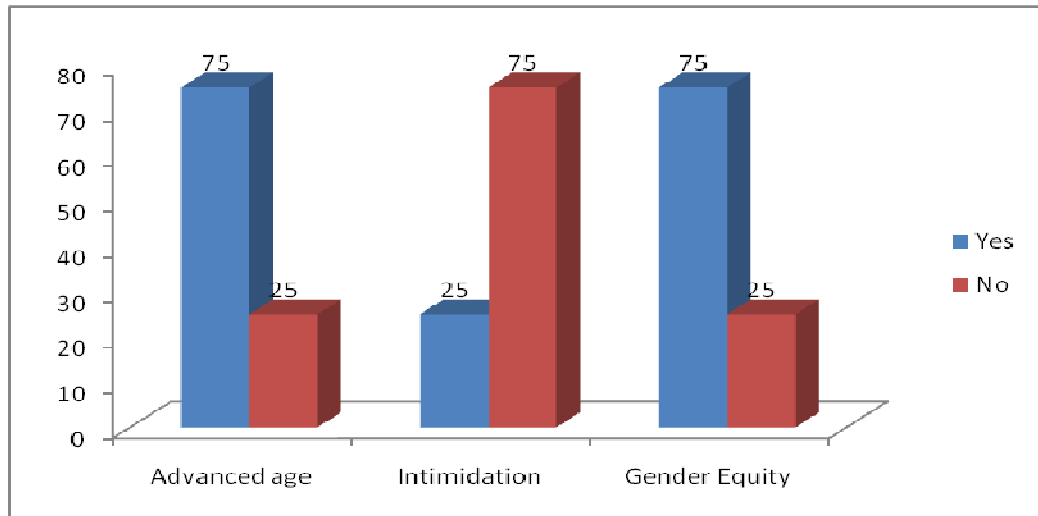
N = 13

The findings indicate that repetition caused by demoralization of pupils due to age was 34%, equal rights 85%, intimidation 1%, age 11%. The study revealed that the highest prevailing factor for dropout cases is age at 58.4%. This result is in accordance with the findings conducted in the University of Cape Town on age, this shows there was strong relationships between age and promotion from one class to the

next. Further it stated that students who grow find it hard to move to the next level of education which also increases frustrations and the pupils might discontinue with education. Moreover it's taxier for pupils from IDP resettlement areas who have been interrupted from their normal classroom routine; they find it difficult to repeat or even go back to school because of age. Abu-Libdeh (2007) adds that Whilst recognizing the agency of displaced peoples, especially in the context of *anticipatory* and *proactive* movements, structural factors will nonetheless influence their capacity to enact specific choices, with agency arguably being most severely restricted in contexts of acute movement.

The head teachers' responses on pupils' characteristics on influence on pupils participation in primary education were represented in figure 4.3.

Figure 4.3: Head teacher response to pupils' characteristics

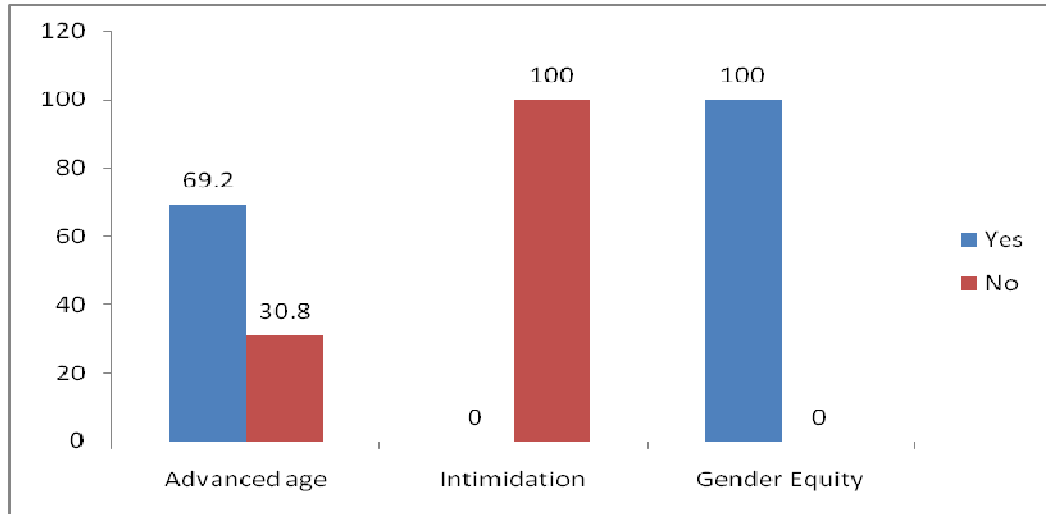


N=4

The study revealed that 75% of head teachers strongly indicated that age was a factor that contributed to drop out among the resettled pupils because of delayed enrolment after displacement from their original homes.

The teachers' response of the age of the pupils as factor for participation in primary education was presented in figure 4.4.

Figure 4.4: Teacher Response to Pupil's Characteristics



N = 13

The study revealed that 69.2 % of teachers strongly indicated that age was a factor that contributed to drop out among the resettled IDP pupils because of delayed enrolment after displacement from their original homes. 13 (100%) of the class teachers agreed that gender equity was not a factor for the resettled IDP pupil's participation in primary education.

4.5 Customary Practices and Participation in Primary Education

Customary practices influence pupils' decisions to enroll or withdraw from school. All head teachers responded that customary practices affected pupils' participation in education. This was an indication that circumcision and initiation negatively impact on pupils' participation in education. Their responses were presented in table 4.6.

Table 4.6: Head teachers' responses on customary practices

Reasons		Most often	Often	Rarely	Never
a) FGM is common practice among the girls in your school	F	-	2	1	1
	%	-	50	25	25
b) Girls drop out of school to help their parents in domestic chores	F	2	1	1	-
	%	50	25	25	-
c) FGM practices lowers the discipline among the learners	F	1	1	1	1
	%	25	25	25	25
d) Girls engage in early marriages due to poverty levels in their families.	F	1	1	1	1
	%	25	25	25	25
e) Pupils who have undergone through initiation are likely involved in truancy behavior	F	1	3	-	-
	%	25	75	-	-
f) Delayed learning among girls contributes to early marriages	F	1	3	-	-
	%	25	75	-	-
g) Some pupils drop out of school due to separation of parents	F	1	3	-	-
	%	25	75	-	-

N = 4

From table 4.6 on the head teachers' response, FGM is a common practice among the girls often inhibited the pupils from participating in primary education at a response rate of 50%. Those who observed that this practice rarely inhibits the pupils from participating in primary education were ranked at 25% while another 25% observed that such a practice has never prevented the pupils from participating in primary education. Another factor that has greatly prevented the pupils from participating in primary education in Molo IDP Resettlement Scheme is the fact that many girls drop out of school so as to help their parents with the domestic activities most oftenly at

50%. 25% observed that such as a practice oftenly affected the girls and another 25% also indicated that that the girls were rarely affected by their parents' domestic chores. In is in agreement with (Khawaja and Titlnes, 2002) who observed that a lot of the time, the Palestinian girl child is incapacitated to complete her elementary education due to cultural practices. The girls mostly dropped out of school to me married off for dowry a situation which has worsened the illiteracy levels among these girls.

The argument that the FGM practices causes indiscipline among pupils was however balanced where there was 50%/50% score on whether it would prevent the pupils from participating in primary education. Further the head teachers had a consensus response on the fact that girls could engage in early marriages as a result of poverty levels at a 50%/50% response rate. The argument that pupils develop truancy behavior due to initiation was ranked highest where 75% observed that this practice oftenly prevented pupils from participating in primary education. 25% observed that this development most oftenly affected the pupils participation in primary education. These findings are in line with a research carried out by Achoka(2007) stating that practices such as early marriages and pregnancies are a double tragedy when the girls are quickly married off to counteract presence of poverty in their homes.

At the same time delayed learning among girls was observed by 75% of the head teachers who said that is oftenly prevented the girls participating in primary education while 25% observed that most oftenly such a practice would affect the girls' ability to participate in primary education. The social impact of parental separation was also highlighted as a likely factor that oftenly prevented the pupils from participating in

primary education at a response rate of 75% while those who felt that it most oftenly had the same impact were ranked at 25%.

Such activities rob girls of adequate time of study than boys and subsequently they under perform in academic work and consequently lose interest and quit school. According to Mitsue Uemura, (1999) customary practices are intertwined with communities' way of living. For instance the minority groups in developing countries develop negative attitudes towards schools because they are not treated by teachers with respect which also can apply to the pupils from resettled IDPs who by one reason are labeled. It is good understand the structure of the community in order to bring all the stakeholders and increase involvement in their pupils education.

Teachers' responses to customary practices were presented in the table 4.7.

Table 4.7: Teachers' Response on Customary Practices

Reasons		Most often	Often	Rarely	Never
a) FGM is common practice among the girls in your school	F	-	5	5	3
	%	-	38.5	38.5	23.0
b) Girls drop out of school to help their parents in domestic chores	F	2	3	5	3
	%	15.4	23.0	38.5	23.0
c) FGM practices lowers the discipline among the learners	F	2	5	1	5
	%	15.4	38.5	7.7	38.5
d) Girls engage in early marriages due to poverty levels in their families.	F	2	3	7	1
	%	15.4	23.0	53.8	7.7
e) Pupils who have undergone through initiation are likely involved in truancy behavior	F	6	4	1	2
	%	46.2	30.8	7.7	15.4
f) Delayed learning among girls contributes to early marriages	F	6	2	3	2
	%	46.2	15.4	23.1	15.4
g) Some pupils drop out of school due to separation of parents	F	5	5	3	-
	%	38.5	38.5	23.1	-

N = 13

From the teachers' response, the data on table 4.9 shows that 38.5% observed that FGM is a common practice that prevents the pupils from participating in education oftenly while another 38.5% indicated that such a practice could rarely affect the

pupils' education. 23.1% observed that such a practice never prevented the girls from participating in primary education.

The dropping out of school among the girls to help their parents with their chores was very rare at 38.5%, they were followed by those who felt that such a practice could oftenly and never prevent the girls from participating in education at 23.1% in each case while those who felt that it most oftenly prevent the girls from participating in education at a response rate of 15.4%. The FGM practices were oftenly observed to lower the pupils discipline at 38.5% and another 38.5% felt that such a practice never prevented the girls from participating in education. 15.4% felt that FGM lowers most oftenly while 7.7% felt that it rarely prevented the girls from participating in education.

However the argument that the girls engage in early marriages due to poverty so as to prevent them from participating in education was rare at 53.8%. These findings are in line with a research carried out by Achoka(2007) stating that practices such as early marriages and pregnancies are a double tragedy when the girls are quickly married off to counteract presence of poverty in their homes.

Then 23.1% felt that the engagement of the girls in early marriages oftenly prevented them from participating in education and another 15.4% felt that it most oftenly prevented the girls from participating in education while those who felt that such a practice never prevented the girls from participating in education were raked at 7.7%. Further the class teachers were of the opinion that pupils who have undergone initiation are likely to be truants most oftenly at 46.2%, 30.8% felt that it often, 15.4% felt that it never happened while 7.7% indicated that it rarely prevented the girls from

participating in education. This study also concurs with Pittaway et al (2007) who say that despite the law against the practice, child marriage is common throughout in South-East Asia it effectively puts a stop to education progress to many girls.

At the same time 46.2% felt that delaying the learning of the pupils which contributes to early marriages most oftenly prevented the girls from participating in primary education, 23.1% observed that that it rarely prevented the pupils from participating in primary education while 15.4% felt that it oftenly prevented the girls from participating in primary education while another 15.4% felt that it never did so. 38.5% of the class teachers also felt that some pupils drop out of school due to their parent's separation most oftenly which prevents the girls from participating in education and another 38.5% felt it prevented the pupils oftenly. 23.1% felt that such occurrences rarely prevented the pupils from participating in primary education. Bosmans, M. and Temmerman, M. (2003) argues that at the time of displacement, children are vulnerable and seek any form of help to arrest their immediate humanitarian need, this prevents them from realizing the long term effect of the displacement and therefore fail to understand their prevailing circumstances and the opportunities they are missing.

The pupils' response to were represented in the table 4.8.

Table 4.8: The Pupils' Response on Cultural Believes

Reasons		Most often	Often	Rarely	Never
a) FGM is common practice among the girls in your school	F	2	5	136	240
	%	0.5	1.3	35.6	62.6
b) Girls drop out of school to help their parents in domestic chores	F	37	27	119	200
	%	9.7	7.1	31.3	52.2
c) FGM practices makes pupils indiscipline	F	138	45	70	130
	%	36.5	11.9	18.5	33.9
d) Girls engage in early marriages due to poverty levels in their families.	F	76	91	121	95
	%	20.1	24.1	32.0	24.8
e) Pupils who have undergone through initiation are likely involved in truancy behavior (run away from school).	F	96	78	97	112
	%	25.1	20.4	25.4	29.2
f) Delayed learning among girls contributes to early marriages	F	56	39	129	159
	%	14.9	10.3	34.2	41.5
g) Some pupils drop out of school due to separation of parents	F	113	62	61	147
	%	30.0	16.4	16.2	38.3

N = 383

From table 4.8 62.6% of the pupils observed that FGM was never a common practice among the girls in their schools. 35.6% felt that it was rare, 52.2% indicated that 52.2% girls never dropped out of school to help their parents with their domestic chores, 31.3% observed that it was rare. However the pupils indicated that FGM most

oftenly makes pupils indisciplined at 36.5%. They were followed by 33.9% who stated that it never leads to indisciplined, 18.5% indicated that it rarely leads to pupil's indisciplined while 11.9% respondent that pupils become indisciplined oftenly after undergoing through FGM.

The girls' engagement in early marriages due to poverty was observed to be rare at 32.4%. They were followed by 24.8% who felt that it never occurred and another 24.1% who indicated that it occurred oftenly while 20.1% stated that more oftenly occurred. Further 29.2% indicated that the pupils who have undergone through initiation are never involved in truancy behavior, 25.4% indicated that it was rare, 25.1% indicated that it happened most oftenly while 20.4% indicated that it happened oftenly.

Asked whether delayed learning contributes to early marriages, 41.5% said that it never, 34.2% indicated that it rarely did, 14.9% indicated most often while 10.3% indicated that contributes oftenly. Then the pupils were asked whether some pupils dropped out of school due to separation of their parents in which 38.3% indicated never, 30.0% said that it happened most often, 16.4% indicated often while 16.2% stated that it is rare.

4.6 Parental Beliefs and Participation of Pupils in Primary Education

The study also sought to determine the extent to which parental beliefs contributed to pupils' participation in primary education. Patriarchal societies are affected by descent systems which give preference for investment to schooling for boys (Wamahi, 1995).

Their responses were presented in table 4.9.

Table 4.9: Head Teachers' Response on Parental Beliefs

Reasons		Most often	Often	Rarely	Never
a) First born pupils drop out of school to help their parents with family responsibilities.	F	1	2	1	-
	%	25	50	25	-
b) Parents withdraw girls for early marriages for dowry to raise their wealth..	F	2	-	2	-
	%	50	-	50	-
c) Religious practices among the community negatively influence pupil's participation in education.	F	1	1	1	1
	%	25	25	25	25
b) Educational role models is a factor that influence participation	F	2	1	1	-
	%	50	25	25	-
e) Parents prefer to educate boys to girls	F	1	2	1	-
	%	25	50	25	-

N = 4

From table 4.9, 50% of the head teachers indicated that the first born pupils oftenly dropped out of school to help their parents with family responsibility, 25% observed that it happened most oftenly and another 25% indicated that it happened rarely. 50% of the head teachers also stated that parents in the resettlement scheme most oftenly withdraw girls for early marriages in order to raise dowry and add onto their wealth although another 50% observed that it rarely happened. These findings are in line with a research carried out by Achoka(2007) stating that practices such as early marriages

and pregnancies are a double tragedy when the girls are quickly married off to counteract presence of poverty in their homes.

The religious practices among the community were found to most oftenly negatively influence pupil's participation in education at 25%, oftenly at 25%, rarely at 25% while another 25% indicated that it never influenced the pupils' participation in education. Role models were further found to be another important factor that influence the pupils' participation in education most oftenly at 50%, 25% indicated that it oftenly influenced the pupils' participation and another 25% gave it a rare influence.

The parents were oftenly found to prefer educating the boys at 50%, 25% indicated that they prefer educating the boys most oftenly and another 25% indicated that the parents rarely prefer to educate the boys to girls. These findings are in line with Wamahu (1995) who says that girls are discriminated in terms of education access. He says discrimination starts even before birth with parental and social negative attitude asked to indicate the extent to which some listed down factors contributed to poor participation in education as a result of gender preferences.

Parents are either typically unaware or confused about their roles and responsibilities related to their childrens' education due to lack of clear focus in official programmes. They feel not linked to school and this means that children are not learning locally relevant skills or that the schools are not paying sufficient attention to parental values or beliefs, (Akankasha, et al, 2010).

The class teachers were asked to their responses and were presented in table 4.10.

Table 4.10: Class teachers' presentation on parental beliefs.

Reasons		Most often	Often	Rarely	Never
a) First born pupils drop out of school to help their parents with family responsibilities.	F	1	1	11	-
	%	7.7	7.7	84.6	-
b) Parents withdraw girls for early marriages for dowry to raise their wealth.	F	1	-	7	5
	%	7.7	-	53.8	38.5
c) Religious practices among the community negatively influence pupil's participation in education.	F	3	-	5	5
	%	23.1	-	38.5	38.5
b) Educational role models is a factor that influence participation	F	9	2	2	-
	%	69.2	15.4	15.4	-
e) Parents prefer to educate boys to girls.	F	-	4	6	3
	%	-	13.8	46.2	23.1

N = 4

In table 4.10, the study also revealed that 84.6% of the teachers observed that first born pupils drop put school to help their parents with family responsibilities rarely. 7.7% felt that it occurred most oftenly and 7.7% observed that it occurred often. Asked if parents withdraw their girls for early marriages for dowry to raise wealth, 53.8% stated that it occurred rarely and another 38.5 stated that it never happened. Then the respondents were asked if religious practices among the community negatively influenced the pupils' participation in education, 23.1% stated that it happened most often, 38.5% indicated that it happened rarely while another 38.5% observed that it never happened at all.

The educational models in the community were also observed to influence the resettled pupils' participation in primary education most oftenly at 69.2%. 15.4% indicated that influenced the pupils often and another 15.4% indicated that it happened rarely. Then the teachers were asked to indicate whether the parents prefer to educate boys to girls, 46.2% indicated that it occurred rarely, 23.1% indicated that it never occurred while 13.8% indicated that often happened.

The pupils' response on parental beliefs were presented by the table 4.11.

Table 4.11: Pupils' Response on Parental Beliefs

Reasons		Most often	Often	Rarely	Never
a) First born pupils drop out of school to help their parents with family responsibilities.	F	13	31	134	205
	%	3.4	8.2	35.3	53.5
b) Parents withdraw girls for early marriages for dowry to raise their wealth.	F	21	30	100	232
	%	5.5	7.9	26.3	60.5
c) Religious practices among the community negatively influence pupil's participation in education.	F	36	29	88	230
	%	9.5	7.7	23.3	60.0
b) Educational role models is a factor that influence participation	F	219	58	41	65
	%	58.4	15.5	10.9	16.9
e) Parents prefer to educate boys to girls.	F	31	35	67	250
	%	8.1	9.5	17.5	65.3

N =383

From table 4.13, most of the pupils indicated that the first born pupils never dropped out of school to help in their family responsibilities at 53.5%, 35.3% indicated that it rarely happened, 8.2% observed that it happened often and another 3.4% stated that it happened most oftenly. At the same time the parents never withdrew their girls for early marriages for dowry to raise their wealth at 60.5%, 26.3% indicated rare occurrence 7.9% indicated that it happened oftenly while 5.5% indicated that it happened most oftenly.

Asked if the religious practices among the community negatively influenced the pupil's participation in education, 60.0% indicated that it never occurred, 23.3% indicated that it happened rarely, 9.5% indicated that it happened most often and another 7.7% indicated that it happened oftenly. The impact of the role models on the lives of the pupils was ranked highest at 58.4% for those who said that it happened most often, 16.9% indicated that it never occurred, 15.5% said that it often occurred while 10.9% it rarely happened. Contrary to the teachers' opinion, the pupils observed that the parents never preferred to educate their boys instead of the girls at 65.3%. 17.5% indicated that it happened 17.5% rarely. 9.5% it oftenly happened while 8.1% indicated that it happened most oftenly.

4.8 Economic Factors Influencing Participation

The high cost of living and deteriorating economy has reduced the income available to resettled families since majority lost their livelihoods to the violence and have are finding it difficult for parents to provide education for all their children. Furthermore, they still live in tents which are torn and keep on changing their residence in search of sustainable livelihood opportunities, a situation which has greatly affected them both physically and psychologically. Gilman, Kawachi, Fitzmaurice and Buka (2003)

found that residential stability was an important predictor of adult psychological health in cases of emergency situations.

The head teachers were asked about economic factors influencing pupils' participation in primary education among the resettled IDP pupils in Molo IDP Resettlement Scheme and the results are shown on table 4.12.

Table 4.12: Head teachers' Responses on Economic Factors

Reasons		Most often	Often	Rarely	Never
a) Pupils drop out of school because their parents cannot afford teaching and learning materials.	F	2	1	1	-
	%	50	25	25	-
b) Pupils from resettled IDPs drop out of school to take part in hired labour to supplement their parents income.	F	1	2	1	-
	%	25	50	25	-
c) Pupils drop out of school because their parents cannot afford school hidden charges e.g. development fees.	F	1	2	1	-
	%	25	50	25	-
b) Pupils drop out of school because their parents are not able to provide for their basic needs like shelter, food and clothing.	F	-	3	1	-
	%	-	75	25	-
e) Girls engage in early marriages due to poverty levels in their families	F	1	1	2	-
	%	25	25	50	-

N = 4

The head teachers observed that pupils from the resettled IDPs most oftenly drop out of school because their parents cannot afford teaching and learning materials at 50%.

25% stated that this happened oftenly and another 25% indicated that it happened in rare occasions. Further the resettled IDP pupils often dropped out of school in order to take part in hired labour to supplement their parents income at 50%. The other 25% stated that it happened most oftenly and another 25% felt that it happened very rarely. Another reason why resettled IDP pupils cannot fully participate in primary education in Molo IDP Resettlement Scheme was because their parents oftenly cannot afford to pay the hidden charges such as development fees for the schools at 50%, 25% indicated that this most oftenly inhibited the pupils' participation and another 25% felt that it happened on rare occasions.

Another cause of the pupils' failure to participate in primary education was the failure by the parents to provide basic needs such as shelter, food and clothing often at 75% and another 25% stated that the this happened on rare occasions because they have been deprived off their economic activities by the violence and have very limited economic opportunities in the resettlement schemes. The girls were however found to be very positive about education as cases of engaging in early marriages due to poverty were very rare at 50%, 25% felt that it happened most often while another 25% indicated that it happened often.

This concurs with the Ministry of Education's view which highlights girls' and women-empowerment – in general has been impeded by several factors such as customary practices and religious practices, in adequate policy guidelines, poverty and lack of community awareness (MoE, 2007). Therefore in communities where girl education is not particularly valued, poverty can further aggravate their lack of access to education (MoE, 2001). According to Akanksha A, et al, (2010) poverty is a major

contributor to poor school attendance for pupils ,who cited the need to skip school in order to either contribute to household income or head the family.

The teacher’s response on the economic factors influencing pupils’ participation was presented in table 4.13.

Table 4.13: Teachers’ Responses on Economic Factors Influencing Pupils’ Participation in Primary Education.

Reasons		Most often	Often	Rarely	Never
a) Pupils drop out of school because their parents cannot afford teaching and learning materials	F	1	4	4	4
	%	7.7	30.8	30.8	30.8
b) Pupils from resettled IDPs drop out of school to take part in hired labour to supplement their parents income	F	2	3	8	-
	%	15.4	23.1	61.5	-
c) Pupil drop out of school because their parents cannot afford school hidden charges e.g. development fees	F	2	2	5	4
	%	15.4	15.4	38.5	30.8
b) Pupils drop out of school because their parents are not able to provide for their basic needs like shelter, food and clothing	F	3	3	6	1
	%	23.1	23.1	46.2	7.7
e) Girls engage in early marriages due to poverty levels in their families	F	2	3	5	2
	%	15.4	23.1	38.5	15.4

N = 13

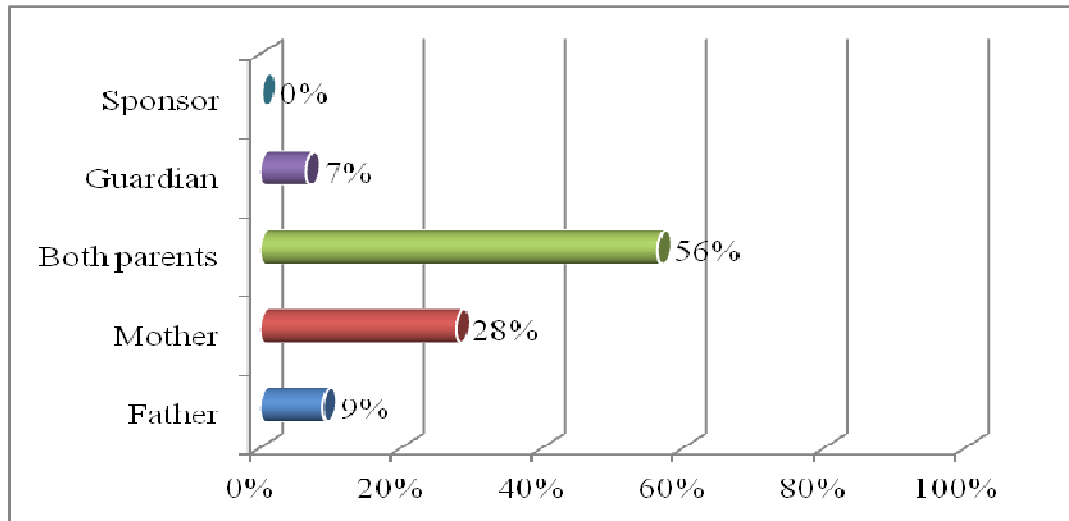
According to the teachers, the pupils often drop out of school because their parents cannot afford teaching and learning materials at 30.8%. Another 30.8% felt that it was rare and another 30.8% indicated that it never happened. Those who indicated that it

happened most often were ranked lowest at 7.7%. Further the teachers indicated that the pupils from resettled IDPs rarely dropped out of school to take part in hired labour to supplement their parents income at 61.5%, they were followed by those who indicated that pupils from resettled IDPs often drop out of school to take part in hired labour to supplement their parents income at 23.1% while those who stated that the pupils were most often used in supplementing their parents income were ranked at 15.4%. The other practice that was also rare among the resettled IDPS is the failure of the pupils to participate in education due to lack of funds for hidden charges such as development fees by the parents at 38.5%. 30.8% observed that such a practice never occurred while 15.4% indicated that it happened most often and often in each case.

The pupils also rarely drop out of school because their parents are not able to provide for their basic needs like shelter, clothing and food at 46.2%, 23.1% observed that this happened most often and another 23.1% said that it happened often while 7.7 % stated that it never happens. Another practice that is rare is the engagement of the girls in early marriages due to poverty levels in the families at 38.5% although 23.1% indicated that it happens often, 15.4% said it happens most often and another 15.4% said that it never happens.

The pupils were asked to indicate who pays their school expenses as one of economic indicators and the findings were presented in figure 4.5.

Figure 4.5: Who pays the school expenses for the pupils

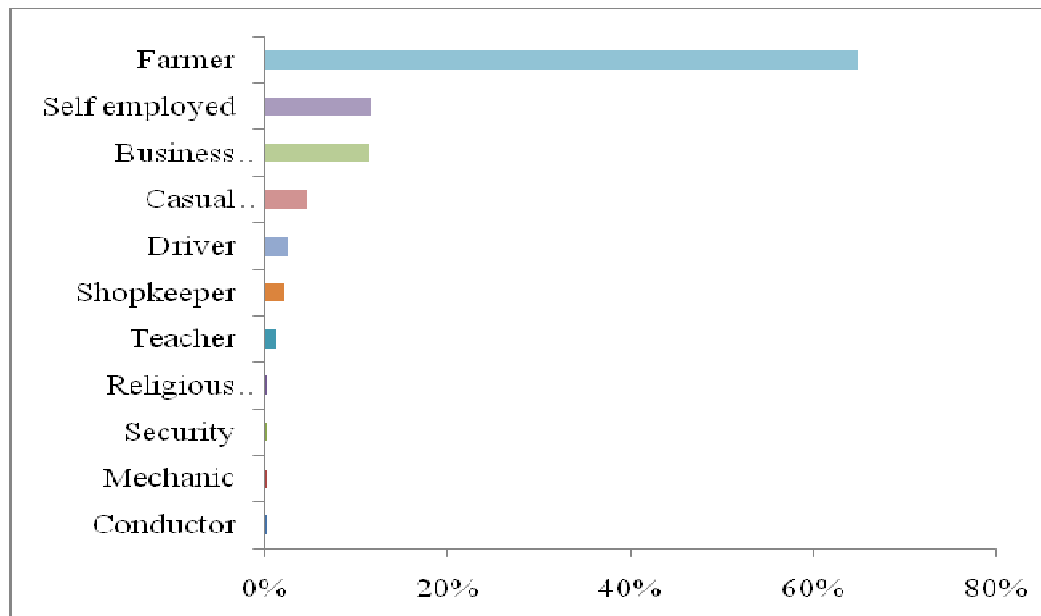


N = 383

The findings reveal that the pupils' school expenses are paid mostly by both parents as stated by 214 (56%). However, it is worth noting that more mothers as indicated by 107 (28%) of pupils take care of school expenses as compared to 34 (9%) fathers. This is an indication that most of the resettled families are headed by women due to the loss of their husbands and sons through the violence. The other 7% of the pupils indicated that their school expense are paid by guardians which could mean that they lost both parents due the violence or before they were resettled at Molo.

The pupils were also required to indicate the occupation their parents engaged in and their findings are presented in figure 4.6.

Figure 4.6: Occupation of parent/guardian



N = 383

The predominant occupation of the parents or guardians of the pupils is farming as is the case with 247(64.5%), while 45(11.7%) are self-employed, 44(11.5%) are business persons respectively. A few others 18(4.7%) are casual labourers while the lesser proportions are drivers, shopkeepers, teachers, religious leaders, security guards, mechanics or conductors. This was a strong indicator that majority of the families depended on farming as income generating activity hence limited source of income.

The study also sought to establish from the pupils the economic factors influencing their participation in education. The data is presented on the table 4.14.

Table 4.14: Pupils’ response to economic factors influencing their participation in primary education.

Reasons		Most often	Often	Rarely	Never
a) Pupils drop out of school because their parents cannot afford to provide for their basic needs, teaching, learning materials and hidden charges in school.	F	43	34	141	165
	%	11.3	8.9	37.0	43.0
b) Pupils from resettled IDPs drop out of school to take part in hired labour to supplement their parents income	F	49	41	195	95
	%	12.9	10.0	51.3	25.5
e) Girls engage in early marriages due to poverty levels in their families.	F	54	63	149	117
	%	14.1	16.4	38.9	30.5

N = 383

The results from the pupils in table 4.14 shows that pupils never dropped out of school because their parents cannot afford basic needs, hidden charges in school, teaching and learning materials at 43.5%, 37.0% indicated that such cases were rare, 11.9% indicated that they happened most often and another 8.9% said that it happened oftenly. Cases of pupils from resettled IDPs dropping out of school to take part in hired labour to supplement their parents’ income were also very rare at 51.3%, 25.5%

indicated that such cases never occurred, 12.9% indicated that it happened most often and another 10.0% indicate that it happened.

Another factor that the pupils indicated that was rare was the engagement of the girls in early marriages due to the poverty levels in their families at 38.5%. 30.5% indicated that such a case never happened, 16.4% indicated that it often happened while 14.1% said that it most often happens.

Considering returns received from self employment majority of mothers engaged in and subsistence/livestock farming as well as majority of fathers. It can be concluded that the parents are not able to raise enough money to enable the pupils to participate in primary education. The study further found out that the parents were not able to meet basic needs for their families as well as for the pupils' education. Economic activities refer to things that people do to earn themselves livelihood in order to enhance their survival. However, the means of attaining livelihood may have negative impact on resettled children's participation in primary education.

Child labour dissuades pupils from participating in education regularly. This supports the contribution of UN (2001) that the division of labour in the home favored males leaving time and energy consuming domestic work to mothers and their daughters.

Similarly the study sought to find out solution from the respondents on how best they can improve the children's participation in primary education. The responses were as follows.

4.9 Suggestions for Enhancing Pupils' Participation in Education.

To achieve this, respondents were asked to give suggestions that could be used to enhance the pupils' characteristics, cultural practices, parental beliefs and economic practices to improve their participation in primary education.

The head teachers and teachers' suggestions on how the pupils could improve their characteristics so as to enhance their participation in primary education are represented in table 4.15.

Table 4.15 Head Teachers and Teachers' Suggestions on Improving Pupils' Characteristics.

Suggestions	Frequency	Percent
They should be given role models to teach them on the benefits of education	12	70.6
Both teachers and parents should motivate the pupils	7	41.2
The schools should provide child-friendly environment	13	76.5
They should be given guidance together with their teachers and parents	11	64.7
Appreciate the pupils for who they are	15	88.2

N =17

According to the head teachers and teachers the pupils characteristics could be improved to enhance their participation in primary education by appreciating the pupils for who they are at 88.2%, ensuring the schools provide child-friendly environment at 76.5%, creating awareness through engaging speakers/role models on the benefits of the education, motivating the pupils using various strategies and ensuring that they learn in an environment that is child friendly at 70.6%, the resettled

pupils should be given guidance together with their teachers and parents at 64.7% while both teachers and parents are expected to motivate the pupils at 41.2%.

The pupils' suggestions on how to improve and enhance participation their participation in primary education was presented in table 4.16.

Table 4.16: Pupils' Suggestions on Improving their participation in education

Suggestions	Responses	
	Freq.	Percent
Pupils to be guided/counseled by counselors/parents/teachers	130	33.9
Educate pupils on their rights	129	33.7
Parents/guardians should take greater responsibility of their children upbringing	56	14.6
Pupils should avoid drugs/alcohol	45	11.7
Teachers/school administration should take more responsibility	36	9.4
Pupils must work hard and keep themselves busy always	30	7.8
Pupils should obey teachers/parents	27	7.0%
Involve intervention from provincial administration/chief/police	22	5.7%
Avoid company of people who use drugs	21	5.4%
Teachers should not intimidate/stop caning the pupils in school	16	4.2%
Change the belief that age is a factor in education	15	3.9%
Report errand children to children' Officers/parents/teachers	11	2.8%
Punish wrong-doers	6	1.6%
Girls should change behavior	3	0.5%

N =383

From the pupils' observations, the pupils should be guided/counseled by qualified counselors, their parents with the help of the teachers at 33.9% in order to improve their participation in primary education. They should be educated on their rights at 33.7%. The pupils also advised the parents/guardians to take greater responsibilities for their children's up bringing, advise on taking drugs such as alcohol, bhang among others were not strongly advocated for and they were the least below 50%.

Head teachers' and teachers suggestion on the influence of cultural practices on participation of pupils in primary education was presented in table 4.18.

Table 4.17: Head Teachers' and Teachers' Suggestions on Cultural Practices that Influence Pupils Participation in Primary Education

Suggestions	Responses	
	Freq.	Percent
Sensitize parents on dangers of FGM	9	52.9
Enlighten learners on dangers of FGM	17	100
Facilitate community-wide change of attitude on FGM	16	94.1
Initiation of the boy child should be done after class 8 so as to avoid truancy and delinquency	2	15.4
N = 17		

The head teachers and teachers suggested that the pupils should be enlightened on dangers of FGM at 100%, the community should be engaged on countrywide change of attitude at 94.1%, the parents should be sensitized on the dangers of FGM at 52.9%. They further said that the initiation of the boys should be done after class 8 so as to avoid cases where children consider themselves adults when in real sense they are still young, early schooling guidance and counseling were the least options.

The pupils' suggestions on the cultural practices that enhance participation in education were presented in table 4.18.

Table 4.18 Pupils Suggestion on Cultural Practices

Suggestion	Responses	
	Freq.	Percent
Sensitize the parents on dangers of FGM	149	38.9%
Sensitize the pupils on dangers of FGM	141	36.8%
Sensitize the teachers on dangers of FGM	125	32.6%
Pupils should become more responsible/work harder/be disciplined.	25	6.5%
Parents should take more responsibility of their children and discipline them also	32	8.4%
Teachers should take care of the pupils	15	3.9%
Families should enlighten each other/share knowledge/education/traditions	26	6.8%
Report such cases to the chief/provincial administration/police/elders	21	5.5%
Do circumcision at the transition period to high school	5	1.3%
Reduce poverty in IDP settlements	9	2.3%
Create awareness among parents on benefits of good parenting	15	3.9%
Stop the perception among boys that they are men upon initiation	9	2.3%
Attitude from classmates that make others drop should be addressed	5	1.3%
Discourage high dropout of girls	12	3.1%
Stop traditional practices like FGM and early marriages	55	14.4%
Stop drug use among pupils	2	0.5%
Avoid bad company/peer influence	3	0.8%
Let them seek spiritual intervention through prayers	7	1.8%

N =383

The pupils suggested that the parents should be sensitized on dangers of FGM at 38.9%, the pupils should also be sensitized on the dangers of FGM at 36.8%, and the

teachers should also be sensitized at 32.6%. Further the pupils should be more responsible and work hard and disciplined, the parents were advised to take more responsibilities on their children and discipline them among others which were the least in solutions to increase participation among the resettled pupils.

The head teachers' suggestions on parental beliefs were presented in table 4.19.

Table 4.19: Head Teachers' Suggestion on Parental Beliefs

Suggestions	Frequency	Percent
Providing guiding and counseling	3	75
Giving support for learning resources	2	50
Provide them with a sense of security	1	25
Avail education bursary funds	1	25
IDPs should be resettled to enable them lead normal lives	1	25
Start school feeding programmes	1	25
Create awareness/educate parents	2	25
N = 4		

At a response rate of 75%, the head teachers observed that parental beliefs could be improved by providing guidance and counseling to the parents and the pupils, they should also give support for learning resources to the pupils at 50%, they should provide the pupils with a sense of security at 25%, they should avail education bursary funds at 25% and the IDPs should be resettled to enable them lead a normal life at 25%. Finally the stakeholders in education should be sensitized on the need for proper care on their children at 25%.

Class teachers' suggestions on parental beliefs were presented in table 4.20.

Table 4.20: Teachers' Suggestion on Parental Beliefs

Suggestion	Responses	
	Freq.	Percent
Sensitize/educate IDP parents on importance of education	5	38.5
Promote gender equality of learners	3	23.1
Provide government support	2	15.4
IDP schools should involve parents fully in education issues	2	15.4
Offer guidance and counseling to pupils and parents	2	15.4
Empower parents through creation of Income Generating Activities	1	7.7
Parents should refrain from criticizing to being supportive to teachers	1	7.7
Educated local youth should visit IDP schools and motivate them	1	7.7

N =13

The class teachers' suggested that 38.5% the parents should be educated on the importance of education, they promote gender equality at 23.1%, the provide government support at 15.4, the IDP schools should fully involve parents in education issues at 15.4%, they should offer guidance and counseling at 15.4% among others

The Pupils Suggestions on Parental Beliefs were presented in Table 4.21.

Table 4.21: Pupils' Suggestions on Parental Beliefs

Suggestions	Frequency	Percent
vareness/education among parents on benefits of good /education	167	43.6
Parents should educate/counsel their children	52	13.6
Parents should stop early marriages	19	4.9
Children should read widely to become more exposed	11	2.9
Address the issue of the first born drop outs	4	1.0
Report concerned parents to the police/chief/provincial administration	19	4.9
Reduce poverty among IDP families	3	0.8
Give equal preference to boys and girls	127	33.1
Pupils should become more responsible/self control/obedient/work harder	25	6.5
Provide direct assistance to pupils through buying uniforms, shoes, sanitary towels, etc.	17	3.4
Empower the parents economically	17	4.4
Avoid company of drug and alcohol addicts	15	3.9
Teachers should be more responsible/guide parents/love pupils	14	1.0
Identify role models in community to motivate pupils	6	1.6

N = 383

From the pupils' opinions, their parents are supposed to be educated on the benefits of education at 43.6%, they should give equal preference to both boys and girls at 33.1%, the parents should also educate their children at 13.6%, the pupils were also advised to be more responsible at 6.5%.

The head teachers' suggestions on the economic factors were presented in table 4.22.

Table 4.22: Head Teachers' Suggestions on the Economic Factors

Suggestions	Frequency	Percent
Providing guiding and counseling	3	75
Giving support for learning resources	2	50
Provide them with a sense of security	1	25
Avail education bursary funds	1	25
IDPs should be resettled to enable them lead normal lives	1	25
Start school feeding programmes	1	25
Create awareness/educate parents	2	50

N=4

Provision of guidance and counseling was suggested as the best way to improve participation of pupils in education at 75% by the head teachers, then giving economic support by ensuring the availability of learning resources was advised at 50%, the parents were also advised to provide their children with security, education sector were advised to avail education bursaries, the resettling of the IDPs, introduction of school feeding programmes on least percentage.

The class teachers' suggestions on the economic factors were presented in table 4.23.

Table 4.23: Teachers' Suggestions on the Economic Factors

Suggestions	Responses	
	Freq.	Percent
Introduce school feeding programmes	6	46.2
Increase school funding and learning resources	5	38.5
Educate parents on importance of education	2	15.4
Introduce guidance and counseling in school and IDP camps	2	15.4
The host community should assist in education for IDP children	2	15.4
Support IDP learners with uniforms	2	15.4
Enact laws compelling parents to take their children to school	1	7.7
Stop intimidating language e.g. "watoto wa hema"	1	7.7
Empower IDP parents through Income Generating Projects	1	7.7
Invite resource persons to motivate learners	1	7.7
Teachers should play good role models	1	7.7
Build schools in IDP catchment areas	1	7.7
Parents should take full responsibility for providing basic needs for their children	1	7.7

N = 13

The teachers proposed the introduction of school feeding programmes for the pupils at 46.2%, they also advised that the stakeholders in education sector to increase funding for children and learning resources, teachers to play a good role models to the pupils, building schools for the IDPs and provision of basic needs among others.

The pupils suggestions on the economic factors were presented in table 4.24.

Table 4.24: Pupils Suggestions on the Economic Factors

Suggestions	Responses	
	Freq.	Percent
Government should find ways of reducing poverty among IDP families	266	69.5
Children should become obedient to parents and teachers	8	2.1
Ignorant families should be more educated by exposed families/create awareness on importance of education	54	14.1
Children should be given more counseling and advised	41	10.7
The head teachers should be reprimanded	2	0.5
Identify talent of pupils and assist to grow	12	3.1
Improve health of IDP school going children	5	1.3
Improve learning infrastructure in IDP settlements	99	25.8
The youth should stop drug/alcohol abuse	5	1.3
Give equal preference to boys and girls in education	26	6.7
Children in IDP camps should be respected/not undermined	3	0.8
Ignorant parents should be reported to authorities for legal action	5	1.3
Pupils should not be caned without proper reason	4	1.0
Government should remunerate/pay teachers well	6	1.5
Government should recruit/employ more teachers	8	2.1
Government should clear all IDP camps	6	1.5

N= 383

According to table 4.28, 69.5% of the pupils suggested that the government should find ways to reduce poverty among the IDPs, they should improve learning infrastructure in the IDPs settlements at 25.8%, ignorant families should be more educated in order to embrace education in their lives at 14.1%, the pupils should be given more counseling, girls should be given equal opportunities with the boys. This concurs with Erol et al's (2004) who suggested that measures are needed to address the specific needs of internally displacement on affected individuals worldwide. This is especially important to identify rights and guarantees relevant to the protection of

displaced children and adolescents. This is likely to focus attention and provide much needed assistance for the appropriate resettlement and future reintegration of the youth within these countries.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

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

5.2 Summary of the study

The purpose of this study was to investigate factors influencing pupils' participation in primary education in Molo resettlement scheme, Kenya. Five research questions were formulated to guide the study research. Research question one, sought to determine how pupils' characteristics influence their participation in primary education in Molo resettlement scheme. Research question two aimed at establishing how customary practices influence pupils' participation in primary education in Molo Resettlement scheme. Research question three sought to determine to what extent parental beliefs influence pupils' participation in primary education in Molo resettlement scheme. Research question four aimed to establish how economic factors influence pupils' participation in primary education in Molo resettlement scheme. Research question five sought to determine measures that can be put in place to reduce factors influencing pupils' participation in primary education in Molo resettled scheme.

The sample size for the study was 4 head teachers, 13 class teachers and 383 pupils. Literature review focused on international call towards education for all children regardless of their situation, the Kenyan Government efforts to resettle all the IDPs, access of education among the resettled pupils in Molo resettlement scheme. Data was collected by use of questionnaires among 4 head teachers, 13 class teachers and 383 pupils

5.3 Summary of the findings of the study

Findings found out that pupils' ability to participate in primary school education was greatly determined by the fact the pupils were not given equal rights both at school and home. At the same time the use of drugs and intimidation by the teachers in school were considered as having substantial impact of the pupils' participation in education at rate of 100% and 75% and pointed out by the head and class teachers. For these factors, there was consensus between the respondents that the most outstanding factor was the pupil's age which they said determine how they perform and cope with school life at the rate of 58.4% as indicated by pupils and teachers. This situation also delayed the pupils from joining school and therefore affecting their participation in education. Lack of equal treatment for both boys and girls also featured as factor at 50%, and 69.2% indicated by head and teachers respectively where most schools are working hard towards promoting gender equality in education in the area. The respondents further pointed out at the practice of FGM were another factor at 38.5% as indicated by the teachers that really affected the girls in their effort to participate in education. This in most cases exposed the girls to early marriages and lack of concentration in school work.

The study found out that there were factors that influenced childrens' participation in primary education such as customary practices. The head teachers rated FGM at 50% as the highest prevalence. Pupils also concurs with the head teachers that FGM was likely to affect their participation in education among the resettled pupils. Therefore the study found that because FGM is a common practice in the area, it forced most girls to discontinue their education once they have under gone through the process while for the boys, initiation through circumcision promoted their status to adult hood

and therefore would expose them to vulnerabilities such as early marriages truancy drug abuse, indiscipline among others.

The social impact of family challenges did not spare the children from failing to participate in education as most of the respondents indicated that in cases where parents had separated, most of the children would fail to participate in education more so because some would go with their parents or are forced to play the role of the missing parent in terms of providing for the family at 75% as indicated by the head teachers. The study also found out that the children were missing role models in their quest to participate in education as most of their parents were struggling to bring them up in the IDP camps with very minimal level of education. The religious practices among the communities was found to have some significant influence on the pupils' ability to participate in education as the respondents indicated that certain religious beliefs prohibited parents from taking their children to school although this was very rare.

On the economic perspective, the study found that pupils had to compromise going to school because they have to supplement their labour with that of parents in order to bring more income for their families, their parents cannot afford to provide the necessary school requirements, basic needs and other hidden school charges and therefore the schools keep on sending the pupils home at 58% from pupils, 50% from the head teachers and 23.1% indicated by the teachers. Therefore in order to enhance the pupils' participation in education, the respondents suggested that creating awareness through engaging speakers/role models on the benefits of the education, motivating the pupils using various strategies and ensuring that they learn in an

environment that is child friendly. The other suggestion was on giving guidance and counseling to teachers, the pupils and their parents on the best methods to apply when dealing with pupils, strategies that can help the pupils stay focused on education and how the parents can contribute positively towards their children's education. Have feeding programmes, suggested that the children should be provided with basic needs and indicated that they children should be appreciated for who they are and be encouraged to pursue education.

The teachers further suggested that the ministry should increase allocation of funds to the pupils the IDPs should go back to their farms and lead their normal lives, they should be given support to build better facilities for the pupils, and be provided with bursaries especially those joining form 1

Pupils especially girls and the first born children can easily drop out of school in order to help their parents in generating income for the families. The communities also still view the girls from the traditional perspective of wealth and therefore would want to marry off their girls after FGM in order to raise dowry.

5.4 Conclusion

On the basis of the findings, the research concludes that pupils characteristics that determines whether they participate in education or nor are the pupil's age and equal treatment for both girls and boys both in school and at home, delayed enrolment in school, the pupils initiation through FGM and circumcision participation in education among resettled pupils was relatively equal to both boys and girls.

It also concluded that customary practices of the people were not strong indicator in denying participation in education among the resettled pupils. Those factors included

early and forced marriages, gender discrimination, traditional beliefs and religious beliefs.

Poverty made the resettled pupils to engage in economic tasks to ease the family's income pressure and household chores carried out by girls denied them time to concentrate on school work and at times absenteeism in schools or withdrawal.

The study concluded that parental factors such as level of education, lack of parental participation in the education of their children, lack of provision of basic necessities led to poor participation in education among the resettled children. Economic factors such as family poverty lack of encouragement for children especially girls, led to poor participation in education among the resettled pupils.

5.5 Recommendations

Based on the study findings the research makes the following recommendations:

- a) On the influence of pupils characteristic on participation of pupils in primary education, the schools in Molo IDP Resettlement Scheme should introduce accelerated learning programme for pupils who skipped some classes while on exile in order to compensate for what they lost in terms of syllabus coverage.
- b). On the influence of customary practices on participation of resettled pupils in primary education, the government should take legal measures against parents who force children into early marriages while in school and also engage in FGM.
- c). From the pupils' observations, the pupils should be counseled by qualified counselors, their parents with the help of the teachers in order to improve their participation in education. They should be educated on their rights. The pupils also advised the parents/guardians to take greater responsibilities for their children's

upbringing. They further observed that the pupils should avoid taking drugs such as alcohol, bhang among others, the teacher or the school in general were advised to take responsibilities in ensuring the children understand what education means to them and their future lives, the parents were also advised to find means of empowering themselves economically to be able to meet the basic needs of the children.

d). The pupils were advised to work hard and score good grades that are encouraging, they should obey their teachers, the provincial administration should be involved, the pupils should avoid the company of people who may be using drugs, they should change the belief that age is a factor in education, errand children should be reported to the relevant authorities, they should minimize class repetition because it demoralizes the children, they should not be send away because they lack school fees, the girls should change their behavior and the community to stop the practice of FGM.

e). On the influence of parental beliefs on participation of resettled pupils in primary education, the government, non-governmental organizations and other stakeholders should train the parents and the entire local community on skills about the need to treat children of both sexes equally and provide them with equal learning opportunities at whatever level.

f). On the influence of economic factors on participation of resettled pupils in primary education, the teachers should be in-serviced by government on gender responsive pedagogies so that they may not disadvantage the resettled IDP children or those affected by the violence in away while they educate them. The Kenya Government should therefore adopt the best practices by making use of available expert advice so as to mobilize available resources for the resettlement process to be successful.

g). On the suggestion given to improve the resettled pupils lives, the Ministry of Education should establish guidance counseling units in schools so that resettled IDP pupils can be counseled about the challenges facing them during adolescence so that they are able to participate in education in future.

5.6 Suggestion for Further Research

Based on the conclusions of the study, the study provides the following areas for further research:

- Effect of government policies on resettled IDPs pupils' on participation in primary education in Kenya
- The role of the local community in enhancing pupils' participation in primary education in Molo resettlement scheme in Kenya
- The role of guiding and counseling in reducing number of school drop-outs among the resettled pupils in Kenya.

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APPENDIX A: LETTER OF INTRODUCTION

University of Nairobi,
Kikuyu campus,
P.O Box 92,
Kikuyu.

Dear Respondent,

Re: Questionnaire for Research Proposal

I am a postgraduate student from the University of Nairobi Pursuing a master's degree in Education in Emergencies. I'm carrying out a study on "Factors Influencing Pupils' participation in Primary Education in Molo Resettlement scheme, Kenya. This research is purely for the academic purposes and the information obtained will not be used elsewhere beyond this research work. I would appreciate if you consider spending sometime answering all the questionnaires provided as honestly as possible. Thanks for your cooperation.

Sincerely,

Maria Gachangwe Sawe

Department of Educational Administration and Planning.

University of Nairobi.

APPENDIX B: QUESTIONNAIRE FOR THE HEADTEACHERS

The purpose of this questionnaire is to enable the researchers to obtain information on factors influencing pupils' participation in primary education in Resettlements Areas in Molo. You are kindly requested to fill in all the questions as honestly as possible. Your responses will be used only for the purpose of this study. Confidentiality of your identity is guaranteed. Please do not write your name or the name of the school anywhere on this questionnaire. You are required to tick the spaces [√] for appropriate opinion or just fill the spaces provided and give the opinion where appropriate.

PART A: Demographic data

1. Gender Male [] Female []

2. For how long have you served as head teacher
Less than 5 years [] between 6 and 10 years [] above 10 years []

3. Head teacher's qualification
Masters degree [] Degree [] Diploma [] P1 []

4. Qualification of teachers
Masters degree [] Degree [] Diploma [] P1 []

5. How many resettled pupils are there in your school?
.....

6. How many teachers are there in your school?
Male [] Female []

7. Indicate the number of resettled pupils who left school prematurely
Boys [] Girls []

PART B: Pupil's characteristics

1. Do pupils drop out of school due to advanced age?

Yes []

No []

2. Do girls drop out of school due to intimidation by male teachers / boys counterparts?

Yes []

No []

3. Do pupils have gender equity?

Yes []

No []

4. Does initiation among pupils contribute negatively to their character?

Yes []

No []

5. Please indicate how to overcome pupils' characteristics and increase their participation.....

.....

PART C: Customary Practices

Tick [] the appropriate column in the table below.

REASONS	MOST OFTEN	OFTEN	RARELY	NEVER
a) FGM is common practice among the girls in your school.				
b) Girls drop out of school more than boys so as to help their parents in domestic chores.				
c) Girls engage in early marriages due to poverty levels in their families.				
e) Pupils who have undergone through initiation are likely involved in truancy behavior.				
f) Delayed learning among girls contributes to early marriages.				
g) Some pupils drop out of school due to separation of parents.				

Please state how to overcome the above problems to enhance participation in education among the resettled pupils

.....

PART D: Parental beliefs

Tick [√] the appropriate column in the table below.

REASONS	MOST OFTEN	OFTEN	RARELY	NEVER
a) First born pupils drop out of school to help their parents with family responsibilities.				
b) Parents withdraw girls for early marriages for dowry to raise their wealth				
c) Religious practices among the community negatively influence pupil's participation in education.				

c) Educational role models is a factor that influence participation.				
e) Parents prefer educating boys to girls.				

Please state how to overcome the above problems to enhance participation in education among the resettled pupils

.....

PART E: Economic Factors

Tick [√] the appropriate column in the table below.

REASONS	MOST OFTEN	OFTEN	RARELY	NEVER
a) Pupils drop out of school because their parents cannot afford teaching and learning materials.				
b) IDP pupils drop out of school to take part in hired labour to supplement their parents income.				
c) Pupils drop out of school because their parents cannot afford school hidden charges e.g. development fees.				
d) Pupils drop out of school because their parents are not able to provide for their basic needs like shelter, food and clothing				
e) Girls engage in early marriages due to poverty levels in their families.				

Suggest ways of increasing participation rates in education among resettled pupils.

.....

Thank you for your cooperation.

APPENDIX C: QUESTIONNAIRE FOR THE TEACHERS

You are requested to fill in this questionnaire. Your participation will help gather the information on the factors influencing pupils' participation in primary education in Molo Resettlement scheme. Kindly answer all questions honestly as possible. There is no wrong answer. Your name or that of the school is not required, this will ensure maximum confidentiality.

PART A: Personal data

1. Gender Male [] Female []
2. Qualification of teachers
Masters degree [] Degree [] Diploma [] P1 []

PART B: Pupil's Characteristics and Participation

1. Do pupils drop out of school due to advanced age?
Yes [] No []
2. Do girls drop out of school due to intimidation by male teachers / boys counterparts?
Yes [] No []
3. Do pupils have gender equity?
Yes [] No []
4. Does initiation among pupils contribute negatively to their character?
Yes [] No []

5. Suggest ways of increasing participation in education among the resettled children in your school
-

PART C: Customary Practices

Tick [√] the appropriate column in the table below.

REASONS	MOST OFTEN	OFTEN	RARELY	NEVER
a) FGM is rampant among the girl child in your school.				
b) Girls drop out of school than boys to help their parents in doing domestic chores.				
c) FGM practice lowers the discipline and performance of your pupils.				
d) Girls engage in early marriages due to poverty levels in their families.				
e) Pupils who have undergone initiation are likely involved in truancy.				
f) Delayed learning among girls contribute to early marriages.				
g) Some pupils drop out of school due to separation of parents.				

Please indicate how to overcome the above challenges

.....

PART D: Parental Beliefs

Tick [√] the appropriate column in the table below.

REASONS	MOST OFTEN	OFTEN	RARELY	NEVER
a) First born pupils drop out of school to help their parents with family responsibilities.				
b) Parents withdraw girls for early marriages for dowry to raise their wealth.				
c) Religious practices among the community negatively influence pupil's participation in education.				
d) Educational role models is a factor that influence participation.				
e) Parents prefer educating boys to girls.				

Please state how to overcome the above problems to enhance participation in education among the resettled pupils

.....

PART E: Economic Factors

Tick [√] the appropriate column in the table below.

REASONS	MOST OFTEN	OFTEN	RARELY	NEVER
a) Pupils drop out of school because their parents cannot afford teaching and learning materials.				
b) IDP pupils drop out of school to take part in hired labour to supplement their parents income.				
c) Pupils drop out of school because their parents cannot afford school hidden charges e.g. development fees.				
d) Pupils drop out of school because their parents are not able to provide for their basic needs like shelter, food and clothing				

e) Girls engage in early marriages due to poverty levels in their families.				
---	--	--	--	--

Suggest ways of increasing participation in education among resettled pupils.

.....

Thank you for your cooperation.

c) Pupils in your class have equal rights.				
d) Pupils in your class drop out of school because of abusing/using drugs.				
e) Class repetition due to age demoralizes pupils.				

Please indicate how to overcome the above challenges

.....

PART C: Customary practices

Tick [√] the appropriate column in the table below.

REASONS	MOST OFTEN	OFTEN	RARELY	NEVER
a) Is FGM rampant among the girls in your school.				
b) Girls drop out of school to help their parents in doing domestic chores.				
c) FGM practice makes pupils indiscipline and performance poorly.				
d) Girls engage in early marriages due to poverty levels in their families.				
e) Pupils' who have undergone initiation are involved in truancy (run away from school).				
f) Some of your classmates drop out of school after initiation.				
g) Delayed learning among girls contribute to early marriages.				

Please give suggestion on how to overcome the above problems

.....

PART D: Parental Beliefs

Tick [√] the appropriate column in the table below.

REASONS	MOST OFTEN	OFTEN	RARELY	NEVER
a) First born pupils drop out of school to help their parents with family responsibilities.				
b) Parents withdraw girls for early marriages for dowry to raise their wealth.				
c) Religious practices among the community negatively influence pupil's participation in education.				
d) Educational role models is a factor that influence participation.				
e) Parents prefer educating boys to girls.				

Please indicate how to overcome the above challenges

.....

PART E: Economic Factors

Tick [√] the appropriate column in the table below

REASONS	MOST OFTEN	OFTEN	RARELY	NEVER
a) Pupils drop out of school because their parents cannot afford teaching and learning materials.				
b) Pupils drop out of school to take part in hired labour to supplement their parents income.				
c) Pupils drop out of school because their parents cannot afford school				

hidden charges e.g. development fees, uniforms.				
d) Pupils drop out of school because their parents are not able to provide for their basic needs like shelter, food and clothing				
e) Girls engage in early marriages due to poverty levels in their families.				


Suggest ways of increasing participation in education among IDP pupils.

.....

Thank you for your cooperation.

APPENDIX E: AUTHORIZATION LETTER

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349
254-020-310571, 2213123, 2219420
Fax: 254-020-318245, 318249
When replying please quote
secretary@ncst.go.ke

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

Our Ref: **NCST/RCD/14/012/1021** Date: **26th July 2012**

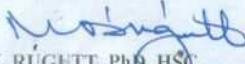
Maria Gachangwe Sawe
University of Nairobi
P.O.Box 30197-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Challenges facing participation in education for children living in Internally Displaced Persons (IDPs) camps in Naivasha, Kenya.”* I am pleased to inform you that you have been authorized to undertake research in Naivasha District for a period ending **31st August, 2012.**

You are advised to report to the **District Commissioner and the District Education Officer, Naivasha 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, HSO.
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioner
The District Education Officer
Naivasha District.

“The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development.”

APPENDIX F: RESEARCH PERMIT

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

PAGE 2 PAGE 3

Research Permit No. NCST/RCD/14/012/1021

Date of issue 26th July, 2012

Fee received KSH. 1,000

THIS IS TO CERTIFY THAT

Prof./Dr./Mr./Mrs./Miss/Institution

Maria Gachangwe Sawe

of (Address) University of Nairobi

P.O.Box 30197-00100, Nairobi.

has been permitted to conduct research in

Location

Naivasha District

Rift Valley Province

on the topic: Challenges facing participation in education for children living in Internally Displaced Persons (IDPs) Camps in Naivasha, Kenya

Applicant's Signature

Secretary

National Council for Science & Technology

for a period ending: 31st August, 2012.

