

**CAUSES OF POOR PERFORMANCE IN PUBLIC PRIMARY SCHOOL IN KENYA.  
THE CASE STUDY OF WAJIR COUNTY**

**BY**

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## DECLARATION

### Declaration by Candidate

This Research Project is my original work and has not been presented in any other University or College for the award of a diploma or any other award.

Sign.....

Date.....

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### Declaration by Supervisor

This Research Project has been submitted with my approval as the university supervisor

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## ABSTRACT

Primary Education Learners fail in school for a variety of reasons. In some cases, their academic difficulties can be directly attributed to deficiencies in the teaching and developmental learning activities. These difficulties may become more serious over time if instruction is not modified to address the students' specific needs. Unless these students receive appropriate intervention, they will continue to struggle and the gap between their achievement and that of their peers will widen over time. The main purpose of the study will be to establish the challenges affecting learning activities of primary school learners in Wajir County. The study will be guided by the following specific objectives: To examine the effect of economic related challenges on learning activities among primary school learners in Wajir County; To examine the effect of religion related challenges on learning activities among primary school learners of pastoralists communities in Wajir County; To assess the effect of Environmental related challenges on learning activities among primary school learners of pastoralists communities in Wajir County and to determine the effect of government policy related challenges on learning activities among primary school learners of pastoralists' communities in Wajir County. The research will adopt descriptive survey design. The target population will compose of all primary teachers in public primary schools in Wajir County. There are a total of 81 public primary schools in Wajir County. To select the participants, stratified, simple random and purposive sampling techniques will be used to select the sample. A total of 74 Participants will be selected comprising of 34 Head teachers and 40 primary school teachers. Questionnaire and Interview schedule will be used to obtain primary data from the sampled population. Quantitative data collected will be analysed using descriptive statistical techniques which will be frequencies, mean, standard deviation. Qualitative data will be categorized and reported in emergent themes; the findings will be presented by use of frequency distribution tables that give record of a number of times a score or a response occurs.

## **DEDICATION**

This project is dedicated to my parents Adan Ahmed Ali and Khadija Salat who encouraged me to work hand, my family members who supported me to the completions of this project and to ensure it has become a reality.

## **ACKNOWLEDGEMENT**

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## **CHAPTER ONE INTRODUCTION**

### **1.1 Overview**

This chapter cover the background of the study, statement of the problem, Purpose of the study, Research Objectives, Research questions, Limitations of the study, Scope of the study, Theoretical framework, Conceptual framework, Assumptions of the study and Operational definition of terms.

### **1.2 Background to the Study**

Wajir County is a lifestyle based on the breeding, rearing and grazing of camels, cattle, sheep and goats in dry land (Blench R., 2001). Although there is a wide spread assumption that Wajir exist at marginal levels of subsistence, Bates (1998) states that pastoral lives are mostly found in marginal areas where agriculture is not possible. Pastoralists in areas with low agricultural production depend on animals which forage vegetation uneatable for humans and convert into a form suitable for human consumption (Bates, 1998). Pastoralists move from one place to another in search of water and ample pasture for their livestock occasionally cross international borders as is the case in East Africa.

This mobility, often in a radius of 100-500km, allows students to take advantage to different environments; thus allowing them to survive in volatile regions and supporting their livelihood (Bates, 1999). In this regard, Wajir child are the most disadvantaged of all. With increasing deterioration of the economy, leading to a sharp decline in the domestic resource base needed to sustain the provision of social services, Kenyans are now being called upon to supplement

government efforts by meeting some of the costs involved. As richer communities take on greater responsibility for education, more inequalities are likely to surface unless the government works out some mechanisms to support educational activities in the poor parts of the country. In this context, it is encouraging to note increased government commitment to delegate decisions on the management and financing of education to the local level (DRT, 1990). Until recently, a centralized structure for management of education has been in place and has led to the development of a rigid, crowded and often irrelevant curriculum. Consequently, the educational scene in Wajir has been characterized by deterioration in physical facilities: shortages in textbooks, instructional materials and equipment; as well as declining quality and motivation of teachers (URT, 1990). All these factors and others have contributed much to the declining quality of education.

Poverty of parents in most of Wajir areas is different from the other rural communities and this is not well understood by both the general public and policy makers. The major roots of poverty starts from shortage of rainfall resulting to water scarcity and loss of pasture, loss of land, conflict, and political marginalization (Little, McPeak, Barrett, & Kristjanson, 2008). Persistent droughts as well as frequency of the natural disasters in the arid and the semiarid areas of Wajir County have made living conditions difficult for students and should therefore be considered to be among the most vulnerable societies in the Country (Fareh, 2003).

### **1.3 Statement of Problem**

Learners' in Wajir areas fail or perform dismally in school for a variety of reasons. In some cases, their academic difficulties can be directly attributed to deficiencies in the teaching and developmental learning activities. For example, students who constantly move with their

pastoralist parents in search of food and pasture for their animals perform poorly because their learning activities are affected in one way or another. Nevertheless, learners in Wajir County have been faced with challenges in evaluating the best learning activities among primary school learners. Pastoralist children are confronted by myriad learning challenges that make essential facilities for learning difficult to come by. There is also rampant insecurity due to lack of sufficient law enforcement, vastness of the arid lands, proliferation of small arms, cattle rustling which complicates the question of pastoralist children.

In addition, the hostile environment and lack of infrastructure have made pastoralist lands to be classified as 'hardship' areas and teachers and other government officials posted to these areas are paid a special 'hardship' allowance. Some civil servants and teachers posted to these regions consider such deployment as punishment hence lack of morale. These factors have a catastrophic impact on learning activities of specially primary school children who are expected to sit the same examinations with their counterparts from well-endowed areas such as Nairobi. The study will therefore establish the challenges affecting education among Wajir child.

#### **1.4 Objectives of the Study**

This study will be guided by the following research objectives

- i) To examine the effect of economic related challenges on learning activities among primary school learners of pastoralist's communities in Wajir County.
- ii) To examine the effect of religion related challenges on learning activities among primary school learners of pastoralists communities in Wajir County
- iii) To assess the effect of environmental related challenges on learning activities among primary school learners of pastoralists communities in Wajir County

- iv) To determine the effect of government policy related challenges on learning activities among primary school learners of pastoralists' communities in Wajir County.

### **1.5 Research questions**

- I) How does the economic related challenges that affect learning activities among primary school learners of pastoralists' communities in Wajir County?
- ii) How does religion related challenges affect learning activities among primary school learners of pastoralist's communities in Wajir County?
- iii) How does Environmental related challenges affect learning activities among primary school learners of pastoralists' communities in Wajir County?
- iv) How does government policy related challenges affect learning activities among primary school learners of pastoralist's communities in Wajir County?

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

The study will be of importance to teachers and policy makers in the promotion of effective learning activities of primary school learners' pastoralist communities. It is hoped that the findings will help improve academic performance by identifications of best learning activities that need to be used by teachers of learners of primary schools among pastoralist communities. The study will also benefit school principals on coming up with strategies of addressing learning activities of primary school learners of pastoralist communities. The generated knowledge on perception of teachers toward learning activities is expected to benefit not only the teachers but improvement in academic performance of primary school learners in Wajir communities. The findings will also provide useful data to various NGOs, and other school stakeholders on the

various learning strategies employed by teachers of primary school learners in a pastoralist environment. This study will also be of great importance to other researchers and academicians because it will seek to build the theory and extent literature relating to learning activities.

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

Limitations are an aspect of a research that may influence the results negatively but over which the researcher has no control Mugenda and Mugenda (2003). The study is limited by the vast geographical constraint, this due to the fact that the researcher will have to travel for long distance to collect data required. The researcher may encounter unwillingness of the respondent to render information regarding the topic under study and this will be overcome by information clarification on the purpose of the study and the assurance that the information to be collected is for academic purpose only and will be treated with utmost confidentiality. There are various challenges related to learning activities for ECDE learners but this study will only focus on only a few as reflected in the objectives.

### **1.8 Scope of the study**

The study will be carried out in the public primary schools in Wajir County. The area will be chosen since the researcher is familiar within the area and no study has been conducted in the area to observe learning activities among primary school learners in a pastoralist environment. The scope of this study will be all early childhood education centers in Wajir County.

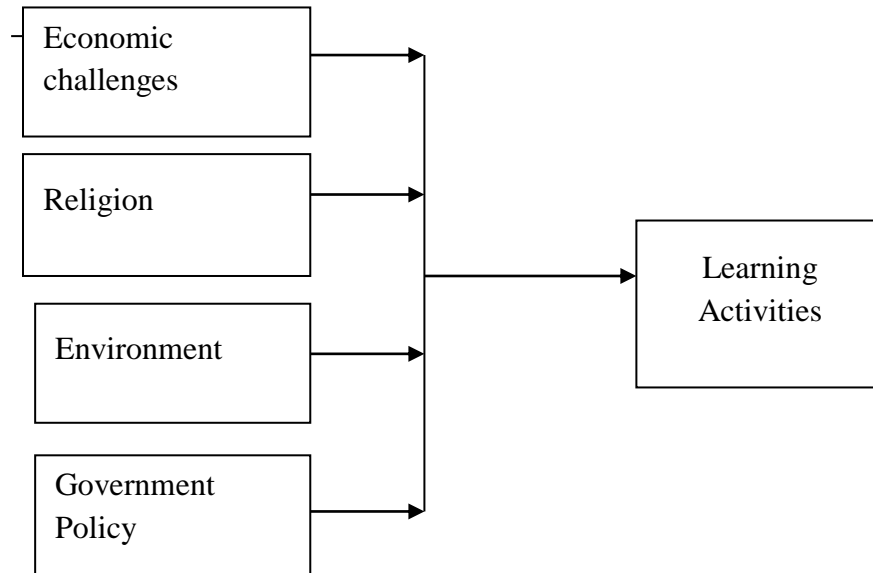
### **1.9 Theoretical Framework**

This study was anchored on Sigmund Freud's Psycho-Analytic Theory (1939) which states that education experiences plays a major role in personality development and continue to influence

behavior later in life? The emphasis is that early childhood is a critical and sensitive period in an individual's life and any experience one is exposed to have a permanent effect on a person's future life. Sigmund Freud and Erik Ericson opinion that early childhood experiences have a lot of effect on the later life of individuals forms the basis for analyzing what are the causes of poor performance among pastoralist communities. There arising practices which the child is exposed to influences the values, norms and belief of individuals even in later life. The contents of the knowledge which the child is exposed to in life are bedrock to later education and life. There is a scriptural injunction that says “train up a child in the way he should go and when he is old, he will not depart from it, proverbs 22 verse 6. From this injunction, conclusion can be reached quickly that the manner of teaching a child to learning pre-primary school days go a long way to help him through his educational pursuit and even more in his later life. Therefore the problem of this study is to find out the extent to which poor performance in public primary school in Kenya can change life of a child.



## 1.10. Conceptual Framework



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

The chapter reviews literature on studies highlighting factors affecting provision of education to children in Wajir County, education among pastoralist communities in Wajir County with a view of the information from other researchers who have carried out their research in the same field of study. The specific areas covered here was theories on early childhood education and the conceptual frame work and a summary of the literature review process.

#### **2.2 Empirical review**

##### **2.2.1 Historical Background of Pastoralism**

It is difficult to know how historical evolution of the pastoralists, but their way of life is considered to be among the most ancient life-styles for humans. Roger (2001) states that agriculture emerged before pastoralism in most parts of the world except in Africa where pastoralism emerged from herding of surplus animals (Roger B., 2001: 20). Whatever the case, Cribb (1991) indicated that Amorites were the first pastoralist people appeared by herding cattle, sheep and donkeys in the first half of the second millennium (Cribb, R. 1991:10). Based on archeological record, pastoralism in East and West Africa appeared around 4500-4000B.P10 (Marshall F, 2000) and in South Africa nearly 2000B.P (Baumann, 1998). Blench (2009) also claims that pastoralism began in Africa as early as 7000 BC, but begun to have a more profound impact in both West and East Africa beginning as early as 3000 BC. However, the evolution of the pastoral system requires more historical research but we can understand that pastoralism is a traditional way of life reaching deep into prehistory.

According to the World Initiative for Sustainable Pastoralism (WISP), pastoralism values can be divided into two categories (Bante, 2009): direct values are like producing milk, fiber (wool), meat, and hides; and indirect values such as the benefits of agricultural inputs (e.g. manure), and Products that complement pastoral production from rangelands including honey and medicinal plants.

In most cases, pastoralists do not kill their animals for food rather they keep them and use their Products. As literature cites, pastoralists in East Africa maintain a large number of animals for food to support their families and for the production of labor force (Elliot M.F 1998:7) to enlarge their lineage for the sake of security, watering and getting more grazing land. In his book of Aerial pastoralists of Kenya, Elliot Also describes that they raise more female animals to produce milk while the male animals are kept for transport, meat, trade and to satisfy the social obligations like marriage ceremonies.

### **2.2.2 Production Systems and Social Organization**

**Production Systems** The traditional economy of pastoral societies is based on raising animals which include cattle, camels, buffalo, reindeer, goats, and sheep. For most pastoralists, their animals-particularly the large stock like cattle and camels-are a status symbol, and the most significant part of their self-identity and self-respect (Chimah, 1990). For the pastoral Maasai, for example, cattle of the short horned Zebu type is the most valuable property in society. In addition to being a source of milk, meat and blood, it provides the Maasai with their basis for subsistence and, coupled with grazing land, water and family labour; it constitutes the principal means of pastoral production. It provides food, utensils, clothing and adornment. It signifies wealth, conveys status, serves as a medium of exchange, and legitimizes marriage. It symbolizes social

relationships, is an object of affection and ritual, and signifies life itself (Arheim, 1985:8). Clansmen have some rights in each other's herds, but ownership of livestock is primarily individual. Water rights on the other hand are controlled by the clan, while specific wells, springs and water holes are. Usually controlled by local clan groups or certain families. In areas where water is abundant, such as in permanent rivers, possession is communal. Pastoral societies as a whole subsist mainly off the produce of their animals, even though there is currently an increasing exchange of livestock for agricultural products between pastoralists and agriculturalists. For centuries, the pastoral Maasai have resisted the adoption of alternative modes of subsistence like agriculture, fishing and hunting. What should not be overlooked here is the fact that pure pastoral diet is endowed with a high cultural value: in addition to being a dietary ideal, it is also a marker of ethnic identity.

**Social Organization** Centrally to the views of some people, the socio-economic organization of pastoralists is quite rational. Social organization is flexible so as to allow for periodic contraction, expansion and organization of herding units and social groups following changes in environmental conditions (Arheim, 1981). The organization of family labour and the management of herds are geared at striking a balance between the needs of the family (milk, blood, and meat) and the needs of the livestock (grass and water), as well as a balance between- man, domestic livestock and the natural environment. As Arheim (1981:10) puts it:

Social groups are recruited on the basis of practical considerations of resource utilization and congeniality in co-operation rather than static kinship ties or rules of residence.

Unfortunately, many development agents working in these pastoral communities do not seem to appreciate the uniqueness of their cultures and the sophistication of their socio-economic

organizations. One of the organizational dimensions of the Maasai society, for example, is the age-set system which forms the basis for the Maasai political organization, and provides a model for the organization of society and the social division of labour (Arheim, 1985). For the Maasai, there are three distinctive phases in human growth and maturation. Uncircumcised boys, below the age of 14 years, provide the labour for the routine herding activities in the pastoral community. On reaching the age of 14-17 years, the boys are circumcised and initiated into warrior hood: they become junior warriors and enter an age-set. Seven or eight years later a ceremony is held at which the junior warriors are promoted into senior warriors, and at which the local leaders of the age-set are chosen. Thereafter the warriors are permitted to marry. A final ceremony is held, about seven years after to mark the end of warrior hood and give a name to the age-set. After this ceremony, warriors become junior elders or 'bayan', who are now supposed to settle down and assume full family responsibilities. Elders wield both political and spiritual power in the community: they exert control over the warriors, they maintain and restore social order in the community, they transmit their accumulated experience related to herding and resource management to the younger generation, and they serve as spiritual guardians and sponsors of religious ceremonies, passing on the cherished traditions and customs of the people to the youths and children (Arheim, 1985). As early as thirteen years, a girl is eligible for marriage. Her husband gives her a small herd which she is expected to look after and keep in trust for her future sons. As a housewife and mother, she constructs her own hut in the 'boma' of her husband, and performs many domestic chores including fetching firewood and water, milking cows, loading and unloading donkeys as family moves from one camp to another, and looking after her children. Other tasks include cleaning and preparation of hides and skins for making skin clothing and bed coverings, making bead ornaments and necklaces, designing and

keeping the milking gourds clean, and distribution of milk supplies among family members (Arheim, 1981). Decision-making machinery in the Maasai society comprises the age-set leaders of the locality plus the Council of Elders. Religious powers are vested with the 'laibon', a ritual expert who is supposed to protect people from illness and misfortune, to cure diseases and perform rainmaking rituals. He is quite a powerful and respected person in the Maasai society: no age-set ceremony, for example, can take place without his blessing (Arheim, 1981).

Marginalization of Pastoral Communities Following their parochial perceptions of pastoralists, governments in Africa and elsewhere in the world where these people are found, have introduced policies and practices which have resulted in marginalization of the people, environmental degradation, and disintegration of the pastoral economy. McCabe, Perkins and Schoefield (1992), for example, have shown that the dual policy of linking conservation of natural resources with human development has brought about adverse effects on the subsistence economy and nutrition of the Maasai living in the Ngorongoro Conservation Area. What emerges quite clearly is that while the environment has been protected, the economy of the Ngorongoro Maasai is seriously declining.

As a whole, the people are increasingly being unable to support themselves by pastoralism, and there is clear evidence of malnutrition in the human population. The authors further argue that the situation of the Ngorongoro Maasai is very much similar to what is happening in Wajir regions. State intervention in the development of pastoral societies in Tanzania has been further studied by Mustafa (1989), who has shown the extent to which the livestock-producing peasants

(pastoralists) of Tanzania have been adversely affected by state policies which give more priority to the state capitalist sector.

Tracing the process of capitalist accumulation from the colonial era to the present times-with reference to the Parakuyo Maasai pastoralists of Western Bagamoyo District-Mustafa has demonstrated that the latter are increasingly being transformed into agro-pastoralists, proletarian zed, and dispossessed of their major forms of production, namely land and livestock. Likewise, agro-pastoralists have also been adversely affected by state policies on social and economic development. Lawi (1992) for example, studied what he called 'the process of modernization' (sic) of the Iraq peasantry of Babati, Hanang and Mbulu districts during 1960-90, and found out that the expansion of commercial cropping of wheat, maize and beans since the 1970s had resulted in social and environmental degradation, as well as other man-made ecological problems, all being attributed largely to the propensity for profit maximization. Doornboss and Markakis (1991), examining the crisis of pastoralism and the role of the state, have shown that the traditional livestock sector started to decline during colonial rule whereby pastoralists were incorporated into the modern states without pastoralism itself being incorporated into the colonial economy. They have continued to show the marginalization of pastoralism accelerated in the post-colonial era through encroachment into the pastoralist terrain by commercial agriculture, measures taken by the independent states to limit pastoralist movement, and degradation of the pastoralist habitat by recurrent drought which raises the spectra of desertification in many areas. A central problem discussed in the literature on how best to facilitate the social and economic development of pastoral and mobile communities is whether or not these people should be sedentary or remain mobile. Official policy in the East African region seems to regard settlement as the only solution to the numerous problems posed by the wandering herders, while hardly any

effort is made to improve production in the traditional livestock sector (Doornboss and Markakis, 1991). Expectations of most African governments, Tanzania included, are twofold. First, that the pastoralists must settle down as quickly as possible if they are to receive services such as water, health and education; and, second, that the primitive (sic) system of livestock management will in the final analysis break down completely (Mtengeti, 1994).



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter dealt with the procedures and methods the researcher used to obtain data for the study. It comprises of research design, the independent and dependent variables, the description of the study, study area, sample design, sample size, data collection instruments and procedures. It also shows the validity and reliability of research instrument, data analysis procedures and ethical considerations.

#### **3.2 Study Area**

The study focused on Causes of poor performance in Public Primary School in Wajir County. The study targeted education centers.

#### **3.3 Research Design**

The research was developed using descriptive survey design. A descriptive survey was selected because it provided an accurate portrayal or account of the characteristics, for example behavior, opinions, abilities, beliefs, and knowledge of a particular individual (Burn and Rove, 1993). This study investigated and described the nature of prevailing conditions pertaining to teacher capacity building (Burn and Rove, 1993). This design was chosen to meet the objectives of the study, namely to determine the knowledge and views of respondents regarding learning activities of primary school learners in Wajir County.

### **3.3 Target population**

The targeted population was composed of all teachers of public primary schools in Wajir County. They were total of 81 public primary schools in the County a report from the County Education Office. The accessible population comprised of the school teachers of learners with specific learning difficulties who were in their current working stations during the period of conducting the study.

### **3.4 Sampling procedure and Sample Size**

Participants and the site were selected on purposive sampling explaining occurrence (Creswell, 2008). The researcher stratified the County into administrative divisions through stratified sampling. Yount (2006) suggested 30 percent sample of a total population of below 10,000 was suitable for a survey design. Sampling is the process of selecting a sub-set of cases in order to draw conclusions about the entire set. A sample is a small part of large population, which is considered to be representative of the larger population (Orodho, 2012). Therefore, there was need to obtain data from a smaller group or division of the total population in such a way that the knowledge added is representative of the total population under study.

The researcher used 30 per cent of the target population. To select the participants, stratified, simple random and purposive sampling techniques was used to select the sample. According to Creswell (2008), the objective of stratified sampling is to attain a required representation from various subgroups in the population. Schools were categorized according to the administrative divisions. The researcher used simple random sampling to select teachers. A total of 120 participants will be selected comprising of 34 Head teachers and 86 primary school teachers.

### **3.5 Research Instruments.**

A questionnaire refers to a collection of items to which a respondent will be expected to react usually in written (Kothari, 2008). Sekaran(2013) suggests that questionnaires are resourceful as data collection instrument which provides the researcher to know what is required and how to measure the variables of concern. Questionnaires are easy to administer and analyse. The questionnaires are advantageous because they cover a large population within a short time and minimal cost on the part of the researcher and intensify independence and accuracy of responses from the respondents (Sekaran, 2013). Structured questionnaires were administered to sampled primary schools teachers. Questionnaires were used for collection of primary data from primary schools teachers. The questionnaires were chosen because it provided a more comprehensive view than any other research tool. Questionnaires were used to obtain primary data from the sampled population.

The questionnaires were formulated according to study objectives in a systematic procedure. The researcher administered the questionnaires personally to the respondents and thereafter the filled questionnaires were collected immediately for data analysis. The questionnaire was sub divided into five sections.

### **3.5.1 Questionnaires**

Open ended questionnaires were used to collect information from the respondents. The questionnaires were handed over to the respondents by and hence the researcher. This ensured that random sampling is adhered to reliability.

### **3.6 Validity and reliability of the research instruments**

When formulating a detailed tool, reliability and validity are two of the most important characteristics to be considered (Kothari, 2008).

#### **3.6.1 Validity.**

Validity refers to degree to which evidence supports any inferences a researcher makes based on the information collected using particular instrument (Fraenkel, Wallen, & Hyun, 2012). In this study, two types of validity were tested; face validity and content validity. Face validity refers to the likelihood that questions in an instrument will be understood. To improve on the face validity, a pilot study was conducted after which responses to each item were scrutinized to identify any misunderstandings and ambiguity. Items found to be unclear or ambiguous were modified thereby improving face validity. Content validity, refers to whether an instrument provides adequate coverage of the topic. Expert Opinions Literature searches and pre-testing of open-ended questions were used to improve the content validity used. The questions in the questionnaire were brainstormed with colleagues and there after necessary corrections were made. Consequently, the instruments with guidance from the university supervisors and the results of pilot study on open-ended questions will help in the improvement of the content validity.

To determine the content validity of interview schedule and questionnaire items, expert's judgmental panel will examine them. Suggestion and advice offered were used as a basis to modify the research items and make them more adaptable in the study. Their feedbacks were used to revise the instrument. In addition, the researcher conducted all the study in person in order to ensure systematic validity

### **3.6.2 Reliability**

Reliability refers to the degree to which the instrument yields the same results on replicated trials (Orodho, 2009). It is therefore the degree of constancy or whether it can be relied upon to produce the same results when used in two or more attempts to measure theoretical concepts. Reliable measuring tool need not be applicable (Kothari, 2008). To ensure reliability of the questionnaires, a pilot study was carried out in neighbouring Garissa County. This area was used for piloting because the two counties share similar conditions. Crobach Alpha was used to determine a reliability index. The piloting of the questionnaire was to identify faults hence improve its reliability. The SPSS computer software aided in working out this Crobach Alpha value to be achieved. According to Oluwatayo (2012) a reliability index of at least 0.7 is considered ideal for the study.

### **3.6.3 Instrument Piloting**

Instrument piloting is a crucial element of a good study design. Conducting a pre-test study does not guarantee success in the main study but it does increase its chance (Madsen, 2012). The questionnaire that was used in this study was pre- tested through a pilot study before actual data

collection. This enabled the revision of the questionnaires before actual data collection in terms of their content.

To establish reliability of research instruments a pilot study was carried out in 3 primary schools in Lagdera Sub- County. These schools will be selected purposively to ensure that they bear the same characteristics as the schools in the study area. The researcher will choose schools in Wajir East Sub- County to control the “hallow effect” and to widen the applicability of the study. The tests will be done so as to find out whether the terms used resonate with teachers. The feedback that will be obtained from the piloted primary schools will help the researcher in revising the questionnaire to ensure that they cover the objectives of the study adequately.

Piloting will ensure as much as possible that the items would elicit and give the kind of responses the researcher intends to get and that they will be acceptable in terms of their content. The researcher will also verify their content for accuracy consistency and ensure that unclear information will be removed while deficiencies and weakness will be noted and corrected in the final instruments (Creswell, 2008). This will ensure simplicity and suitability of the items.

### **3.7 Data collection procedure**

To collect primary data, questionnaires and interview schedules were used. Upon approval of the research proposal, an introductory letter from the University. The researcher secured a permit from the National Council for Science and Technology (NCST) for the purpose of conducting research in selected sampled primary schools in WajirCounty. When the permission was granted, the researcher seeks appointment with Commissioners’ office to approve research conduction in

the County. In addition the researcher seeks appointment and consults with the schools, after which appointments were booked within the sampled schools, authorities and teachers.

The researcher visited the respective selected primary schools to obtain samples of teachers and head teachers. Teachers were given questionnaires and interview schedule undertaken with head teachers. The instructions on how to fill the questionnaires were carefully explained to the respondent. Sufficient time was allowed for them to respond to the instruments accurately. After responding to the questionnaires and the interview schedule undertaken the researcher then collected them for data analysis.

### **3.8 Data analysis**

This refers to the important assessment of the coded data and making inferences (Kombo & Tromp, 2009). Once the questionnaires were collected by the researchers, they were coded and keyed into the SPSS computer software Version 20 and analyzed. Initially screening of data was done using sort functions. Data was based on the objectives and research question of the study. From the results, the researcher made a sense data. Quantitative data collected was analysed using descriptive statistical techniques which were frequencies, mean, standard deviation. Qualitative data were categorized and reported in emergent themes; measures of central tendency gave expected summary statistics of the variables being tested. The findings were presented by use of frequency distribution tables that gave record of a number of times a score or a response occurs. The researcher was inferential statistics to show the relationships that exist between the variables. From the frequencies and observation that were made the researcher made conclusions and recommendations.

### **3.9 Ethical Considerations**

The researcher respected the respondents' privacy. The participants were expected to write their names on the questionnaire, but each questionnaire had a code number for reference. The participants were assured that the information given was treated confidentially and for the purpose intended only. They also had the freedom to withdraw from the study at any point or time.

The researcher informed the respondents that they had a right not to participate in the study if they so wished. The study also informed the respondents that they had a right to withdraw from the study at any time without giving a reason as to their withdrawal regarding the right to privacy of the respondents. In all cases, names were kept confidential thus collective names like 'respondents' were being used. The findings of the research were used for research purposes and were not used elsewhere without the consent of management of the schools.



## CHAPTER FOUR

### DATA ANALYSIS, INTERPRETATIONS AND PRESENTATION

#### 4.1 Introduction

This chapter presents the analysis of data and the findings of the study. Structured questionnaires were designed and sent to the respondents in the school who made up the sample for this study. All the respondents correctly filled the questionnaires. The researcher collected them, coded, and analyzed using SPSS. 46 out of 68 questionnaires were filled. This makes a response rate of 67% which is within Mugenda and Mugenda's (2003) prescribed significant response rate for statistical analysis which they established at a minimal value of 50%. This commendable response rate was made possible after the researcher personally administered the questionnaire and made further visits to collect and the filled questionnaires.

#### 4.2 Response Rate

The study achieved a response rate of 77.9% with 53 respondents reached, out of the 68 targeted. According to Mugenda and Mugenda (2003), a response rate of 50% is adequate for analysis and reporting; a rate of 60% is good and a response rate of 70% and above is excellent. The study therefore attained an excellent response rate as presented in table 4.1 below.

**Table 4.1 Response rate**

Questionnaires	Frequency	Percent (%)
Returned	53	77.9
Unreturned	15	22.1
Distributed	68	100.0

### 4.3 Demographic characterization of Respondents

#### 4.1.1: Age

**Table 4.2 Age**

	Frequency	Percent
20-29 years	4	8.6%
30-39 years	19	41.3%
40-49 years	14	30.4%
50 years and above	9	19.4%
Total	46	100%

The study sought the age of the respondents, according to the findings in table 4.2 8.6% of the respondents were aged 20-29 years, 41.35% were aged 30-39 years, 30.4% were aged between 40-49 years, 19.4% were aged 50 years and above. From these findings we can deduce that majority of the respondents were of age bracket between 30 to 39 years. This indicated that majority of the work force of Teachers operating in Wajir County are youth, this could be attributed to the fact that majority of the Kenyan work force are youth.

#### 4.1.2 Distribution of Responses by Gender

**Table 4.3 Gender**

	Frequency	Percent
Male	27	58.6
Female	19	41.4%
Total	46	100%

The respondents were requested to indicate their gender, according to the findings in table 4.3 58.6 % of the respondents were male while 41.4% of the respondents were female. From these findings we can deduce that majority of the teachers in WajirCounty were male.

#### 4.1.3: Level of education of the respondents

The respondents were asked to state their highest level of education. The results are given in table below

**Table 4.4. Level of education of the respondents**

	Frequency	Percent
Secondary certificate	3	6.5%
PTC certificate	20	43.4%
College Diploma	8	17.3%
University graduate	14	30.4%
Post graduate	1	2.1%
Total	46	100%

The researcher sought to know the highest academic qualification of the respondents; from the result in table 4.4, majority of the respondents, 43.4% had PTC college certificate and 30.4% were University graduates, 17.3% had diplomas level of education, 6.5% had completed secondary schools while 2.1% hold post graduate degree. From the research findings the researchers concludes that the literacy level is high on the employees of primary schools in Wajir County.

#### **4.4 Early Childhood Education**

**Table 4.5 Early childhood education affects Performances of Primary School**

	Frequency	Percent
Yes	44	83.0%
No	9	17.0%
Total	53	100%

Majority of the respondents 83.0% agreed that early childhood education affects Performances of Primary School while only 17.0% of the teachers that were surveyed do not agree early childhood education affects Performances of education in primary school. From the study result it can be concluded that early childhood education is important as it influences the learning activities of Primary School pupils in Wajir County.

## 4.5 Religious Factors

### 4.5.1: Consideration of religious factors to access learning activities

**Table 4.6: Consideration of religious factors**

	Frequency	Percent
Yes	41	77.4%
No	12	22.6%
Total	53	100%

Majority of the respondents 77.4% consider that religious factors affects early childhood education while only 22.6% of the teachers that were surveyed do not consider the religious factors affects early childhood education. From the study result it can be concluded that religion influences learning activities in both positive and negative ways. The findings further indicated that majority of the Wajir people were predominantly Muslims who almost without fail, provide religious education for children at a tender age through Islamic schools known as Madrasa.

#### 4.5.2: Influence of religious factors on poor performance in education

**Table 4.7 Religious factors on poor performance in education**

<b>Religious factors</b>	<b>Mean</b>	<b>std. deviation</b>
religious belief affects performance of children in school	3.98	1.426
Early childhood education has the overall education standard of communities where Muslim is the predominant religion	4.91	1.569
Religious education consumes early ages of early childhood education	4.09	1.424
Muslim communities have lower early childhood education enrolment	4.53	1.333
Religion is unable to provide support and explorations of options are often unavailable.	4.33	1.535

The study found that the respondents strongly agreed on their religion influence on early childhood education, they were, ‘religious belief affects learning activities of children in school’ and ‘Muslim communities have lower early childhood education enrolment

From the findings the respondents agreed with the following factors which influence learning activities, Religion is unable to provide support and explorations of options are often unavailable, Religious education consumes early ages of early childhood education, and Early childhood education has the overall education standard of communities where Muslim is the predominant religion.

#### 4.6 Socio-Economical Factors

**Table 4.8 Socio-economic factors to affects poor performance in education**

	Frequency	Percent
Yes	32	60.4%
No	21	39.6%
Total	53	100%

The respondents were requested to indicate whether there were social economic factors affects learning activities. According to the findings in table 4.8, 60.4% of the respondents who participated in the study agreed that there were Socio-economic factors affecting learning activities, while 39.6% disagreed. From these findings we can deduce that there existed Socio-economic factors affects learning activities in Wajir. The respondents also indicated that Malnutrition and ill health (often poverty related) can significantly damage the cognitive processing ability of poor children. Pupils whose processing capacity is impacted by ill health and malnutrition may require more hours of instruction to learn various skills. Learning activities along with health and micronutrient supplementation in young children may prove critical in achieving education for all in Wajir where majority of the people are low income earners.

##### 4.6.1 Rating Socio-economic factors affecting poor performance in primary schools

This section utilized a linker scale of 1= Excellent, 2=Very good, 3=Good, 4=Fair and 5=Poor. Data was presented in mean and standard deviation. The table below indicates the Socio-economic factors affect learning activities.

**Table 4.9 Rating Socio-economic factors affecting learning activities in primary schools**

	<b>Mean</b>	<b>Standard deviation</b>
Regional disparities have significant role in facilitating access to early childhood education	2.98	.4344
Financial constraints can lead to ineffective implementation of early childhood education	4.07	.6766
providing adequate care for young children promote early childhood education	3.92	.3645
Strongest effects from poverty take place during preschool years.	3.70	.5875
In rural and marginalized suffer from lack of access to early childhood education	4.2833	.4576

**4.7 Environmental Factors****Table 4.10: Environmental barriers to access learning activities in primary schools**

	<b>Frequency</b>	<b>Percent</b>
Yes	45	84.9%
No	8	15.1%
Total	53	100%

From table 4.10, 84.9% of the respondents agreed that there are environmental barriers to access learning activities while 15.1% of the respondents indicated that there are no environmental barriers to access to learning activities in Wajir County. It can be deduced therefore that the environment affect learning activities in Wajir County.



#### 4.7.1: Environmental effects

**Table 4.1: Environmental effects on poor performance among primary schools**

	Mean	Std. dev
environment stimulates learning and the development of the cognitive domain of the early childhood education	4.72	.411
Environment affects Learning as natural process of pursuing meaningful goals, discovering and constructing meaning from information	4.86	.832
Environment helps child to shapes the early brain pathways and builds the foundation for future learning	4.77	.353
children show rapid fluctuation in developments of physical, cognitive, psychological, socio-emotional areas which show how they influenced by the environment	4.97	1.061
Young children can be affected by many environmental factors both in positive and negative	4.49	.147
Children exposed to poor and underprivileged educational environments tend to be at a higher risk of being negatively affected having no contact.	4.70	.421
when a child is born into the world learning commences immediately to enable him get adapted to the environment	4.60	1.465

The survey explored various environment factors that influence provision of learning activities.

The survey found that majority of the respondents strongly agreed that children show rapid fluctuation in developments of physical, cognitive, psychological, socio-emotional areas which show how they influenced by the environment by a mean score of 4.97. Majority of the respondents as shown by a mean score of 4.86 strongly agreed that the Learning is a natural process of pursuing meaningful goals, discovering and constructing meaning from information.

The environment stimulates learning and the development of the cognitive domain that the early childhood education’, and the statement that ‘early childhood responds to the child shapes the

early brain pathways and builds the foundation for future learning’ all had a mean score of 4.78 and 4.72 respectively which indicated that the respondents strongly agreed on them. The respondents further strongly agreed that when a child is born into the world learning commences immediately to enable him get adapted to the environment; and the respondent agreed that Young children can be affected by many environmental factors both in positive and negative, each factor had a mean score of 4.60 and 4.49 respectively. From the environmental factors that the researcher examined, the survey infers that environment has positive and negative effects on learning activities.

Majority of the factors had a standard deviation of less than 1.0 which implies a less significant difference on the of the variable among respondents, while ‘children show rapid fluctuation in developments of physical, cognitive, psychological, socio-emotional areas which show how they influenced by the environment’ and ‘when a child is born into the world learning commences immediately to enable him get adapted to the environment’ had a standard deviation of 1.061 and 1.46 respectively which infers that a significant difference on the variable among respondents.

#### **4.8 Government Policy**

Rating on statement that ‘Kenya institutional and policy frameworks safeguards the rights and welfare of children from early childhood to adolescence to access learning activities’

**Table 4.2: Extent of senior management support and commitment**

	<b>Frequency</b>	<b>Percent</b>
To very great extent	9	16.9%
To great extent	29	54.7%
Moderately extent	7	13.2%
To less extent	6	11.3%
Total	53	100%

The survey sought to establish the extent to which the Kenya institutional and policy frameworks safeguards the rights and welfare of children from early childhood to adolescence to access learning activities in Wajir County. From the survey results majority of the respondents 54.7% indicated that it influence to great extent, 16.9% indicated to very great extent, 13.2% to moderate extent while 11.3% indicated that institutional and policy frameworks safeguards the rights and welfare of children from learning activities to less extent. From the survey analysis the study concludes that Institutional and Policy influences the learning activities to great extent.

## **CHAPTER FIVE**

### **SUMMARY OF THE FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1: Introduction**

This chapter provides a summary of the findings; discussions; conclusion and the recommendations of the study which sought to understand thereof learning activities on the standard of education among pastoralist communities with specific reference to Wajir County.

#### **5.2: Summary of the findings**

##### **5.2.1 Religious Factors**

According to the study findings religious factors the respondents agreed with the following factors influence the provision of learning activities, Religion is unable to provide support and explorations of options are often unavailable, Duksi consume more time in early ages used for learning activities and provision of learning activities has challenges among pastoral communities where Muslim is the predominant religion. Alternatively, the children would spend half the day at ECDE centers and the afternoon at Duksis receiving Islamic religious education. Integrated centers proved very popular among the grassroots communities. It must, however, be observed that despite their popularity and success in enhancing enrolment and the transition of children from home to ECDE centers, there are gaps and challenges to integration that must be dealt with. These include lack of teachers versed in both systems, salaries for ECDE teachers, the challenge of dealing with children of other religious faiths, limited teaching and learning material, especially in Dugsis, and limited skills in teaching and learning resource development.

### **5.3 Socio-economic factors**

The study established that socio economic factors affect the learning activities, men still remain conspicuously absent from ECDE activities, denying the community a vital pool of ideas and resources.

According to the findings of the study ‘rural and marginalized suffer from lack of access to learning activities’, financial constraints can lead to ineffective implementation of learning activities and ‘Regional disparities have significant role in facilitating access to learning activities .The survey also established that Socio-economic factors affects learning activities.

### **5.4 Environmental factors**

The survey established that majority of the respondents agreed that different effects of the environment on the growth of mental structures of the child which facilitates learning. The respondent further agreed that the environment stimulates. According to the statements, the respondents strongly agreed on them the’ environment stimulates learning and the development of the cognitive domain that the early childhood education’, and the statement that ‘early childhood responds to the child shapes the early brain pathways and builds the foundation for future learning’. The respondents further strongly agreed that when a child is born into the world learning commences immediately to enable him get adapted to the environment; and the respondent agreed that Young children can be affected by many environmental factors both in positive and negative. From the environmental factors that the researcher examined, the survey infers that environment has positive and negative effects on learning activities.

The study also established that the schools were far distance apart and this affected the participation of young children who could not manage to go to schools on their own.

WajirCounty also lacks infrastructure like roads and this makes it difficult for the young learners to locate the schools.

### **5.5 Government Policy**

On institutional and policy frameworks the survey established that the rights and welfare of children from early childhood to adolescence to access learning activitiesin Wajir County are of great extent. Ministries of education seek programmes capable of reaching the largest number of people at the lowest cost. Nationally, a programme capable of reaching pastoralists would typically have high costs and a relatively small target group. However, this would not be the case if strategic resources could be shared across more than one county. There is needed are policies that go beyond the boundaries of current practice and complement existing provision by adopting innovative, targeted, and specific measures to promote participation and to increase enhance learning activities in Wajir.

### **5.6 Conclusion**

From the findings of the survey, it was concluded that all the variables; Religious factors, Socio-economic factorsgovernment policies, and Environmental factors greatly influences provision of learning activitiesin Wajir County. This is supported by the respondent's significant rating of all the variables.

The study also concludes that the distances from homes to school was a big problem to the PGDE and this affected the participation of young children who could not manage to go to schools on their own. WajirCounty also lacks infrastructure like roads and this makes it difficult for the young learners to locate the schools. The ECD classrooms have no facilities since the much concentration has been on the higher learning levels.

The study finally concludes there was a high variation of early childhood education which varies with; Institutional and government policies, Religious factors, financial factors, Socio- economic factors, Teaching materials and resources. They were other factors that led to variation of success of learning activities apart from the one the survey examined.

## **5.8 Recommendations**

### **5.8.1 Religious Factors**

The study established that religion is unable to provide support and explorations of options are often unavailable, Duksi was found to consume more time in early ages used for early childhood education. This study recommends an integrated approach which would create a balance between the religion and the formal education which will ensure that learning activities is not severely affected by religion.

The study also established that lack of proper communication between the religious leaders and the educationist leads to conflict and this adversely affects learning activities. The study therefore recommends that there is a need to recruit teachers versed with the integrated mode of teaching which will ensure that there I no conflict between the formal education and the duksi.

### **5.8.2 Socio-economic factors**

The study established that socio economic factors affect the PGDE, men still remain conspicuously absent from ECD activities, denying the community a vital pool of ideas and resources. It is therefore, important to sensitize the wider community that men and youth have a significant role to play in community development programmes. The traditional perception of society, based on the notion of patriarchy, that PGDE is a ‘domestic role’ to be carried out by women needs to be changed.

Integration of income generating activities and ECDE is particularly important; Wajir County together with partner organizations should initiate activities such as small scale agriculture, bee keeping and tree nurseries, among others. Other than feeding the children, these activities also generated revenue to buy essential goods and materials. Similarly, use of local materials, could be most cost effective means of crafting learning materials, giving poor children a learning experience equivalent to that in well-funded ECDE centers.

### **5.8.3 Environment**

Teaching and learning methods, however sound, are not effective without use of appropriate learning materials or aids. But because most rural centers serve communities with limited financial resources, it is strategic to encourage development and use of local learning materials. School feeding programmes are a must in some areas because hostile weather patterns hinder agricultural production, resulting to poverty and food scarcity. Unfortunately, donor supported school feeding programmes are not sustainable. Sadly, gains made could be quickly reversed when projects end. What emerged as a best practice was the integration of income generating activities into the school feeding programme. Such activities provide many additional benefits because they enhance environmental protection, increase food production at family and community levels and realize revenues for meeting basic needs such as medical bills and school fees for children.

Policy makers, community opinion leaders, politicians and individuals in the private sector should be encouraged to participate and take keener interest in educational programmes. This is critical for community and resource mobilization, the resources can be utilized in construction of classrooms to create a conducive learning environment.



The study found that young children can be affected by many environmental factors both in positive and negative ways. Because children are so vulnerable, they can be easily affected by things many parents and adults take for granted. Children who are surrounded, both at home and at school/daycare facilities, by a strong learning environment that is both informative and supportive may improve their development.

#### **5.8.4 Government Policy**

Early education is of supreme importance for emotional, intellectual and social development, that interventions at this stage can have strong and lasting impacts on their health and welfare as adults and that opportunity foregone at this stage can rarely be made up for at later stages. Therefore, governments should develop realistic and effective strategies for intervening at this stage and not wait until primary school to begin human capacity building. Well-designed ECDE programmes, that is, those that combine health, nutritional, educational and social interventions, can redress the damage resulting from poor nutrition or environment during the early months.

In a context within which the proportion of children born into and growing up in poverty is increasing every year at Wajir, it is clear that ECDE programmes should demand even greater attention and resources within the education sector.

There is need to attract qualified teachers to serve in pastoral areas to alleviate the serious problem of under-provision of personnel .In the long run however, it would be necessary to identify and train teachers of nomadic backgrounds since such teachers are likely to withstand the nomadic environment. Current efforts establish teacher training colleges in nomadic area is a move in the right direction.

### **5.9: Suggestion for further studies**

The researcher recommends the following areas for future studies. The research focused on factors contributing to success of learning activities in Wajir County, a similar research should be replicated in other different geographical area and the results is compared so as to establish whether there is consistency on challenges of provision of learning activities among pastoralist communities.

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## APPENDIX I

### QUESTIONNAIRE ON CAUSES OF POOR PERFORMANCE IN PUBLIC PRIMARY SCHOOL

#### QUESTIONNAIRE QUESTIONS

Please respond to each of the item by either putting a tick of  next to the response applicable, or as you deem necessary.

#### SECTION I: BACKGROUND INFORMATION

1. What is your age bracket?

20-29 years [ ]

30-39 years [ ]

40-49 years [ ]

50 years and above [ ]

2. Please indicate your gender

Male ( ) Female ( )

3. Designation

Head teacher ( ) Teacher ( )

What are your highest Academic qualifications?

Secondary certificate [ ]

College (PTC) certificate [ ]

University Graduate/Diploma [ ]

Post graduate [ ]

**SECTION II: PRIMARY EDUCATION**

1. Are there challenges to provision of primary education among students in Wajir?

.....  
 .....

2. Does early childhood education affect Performances of Primary School children?

Yes [ ]

No [ ]

**SECTION III: CHALLENGES AFFECTING LEARNING ACTIVITIES OF PUBLIC PRIMARY EDUCATION**

**A. RELIGIOUS FACTORS**

1. Are there any religious factors to access primary education?

Yes

No

If yes, which one are, please mentions.....

To what extent do you agree with the following statement on influence of religious factors on primary education? Key: 5 strongly agrees, 4 agree, 3 moderately agree, 2 disagree, 1 strongly agree

	1	2	3	4	5
Religious belief affects provision and performance of children in school					
Early childhood education has the overall education standard of communities where Muslim is the predominant religion					

Religious education consumes early ages of early childhood education					
Muslim communities have lowerearly childhood education enrolment					
Religion is unable to provide support and explorations of options are often unavailable.					

**B. ECONOMICAL FACTORS**

1. Are there any economic factors to access primary education?

Yes

No

If yes, which one are, please mentions .....

To what extent do you agree with the following statement on *Socio-economic* factors affecting primary education? Key: 5 strongly agrees, 4 agree, 3 moderately agree, 2 disagree, 1 strongly agree

	1	2	3	4	5
Regional disparities have significant role in facilitating access to early childhood education					
Financial constraints can lead to ineffective implementation of early childhood education					
providing adequate care for young children promote early childhood education					
Strongest effects from poverty take place during preschool years.					
In rural and marginalized in developing countries suffer from lack of access to early childhood education					



**ENVIROMENTAL FACTORS**

1. Are there any environmental barriers to access primary education?

Yes

No

If yes, which one are, please mentions.....

2. To what extent do you agree with the following statement on influence of environmental factors on the provision of Primary Education? Key: 5 strongly agrees, 4 agree, 3 moderately agree, 2 disagree, 1 strongly agree

	1	2	3	4	5
environment stimulates learning and the development of the cognitive domain affecting provision early childhood education					
Environments affect learning as a natural process of pursuing meaningful goals, discovering and constructing meaning from information					
Environment helps child to shapes the early brain pathways and builds the foundation for future learning					
children show rapid fluctuation in developments of physical, cognitive, psychological, socio-emotional areas which show how they influenced by the environment					
Young children can be affected by many environmental factors both in positive and negative					
Children exposed to poor and underprivileged educational environments tend to be at a higher risk of being negatively affected having no contact.					
when a child is born into the world learning commences immediately to enable him get adapted to the environment					

### **C. GOVERNMENT POLICY**

Do you agree that Kenya institutional and policy frameworks safeguards the rights and welfare of children from early childhood to adolescence to access education?

To very great extent [  ]

To great extent [  ]

Moderately extent [  ]

To less extent [  ]

To no extent [  ]