# FACTORS INFLUENCING PRIMARY SCHOOL PUPILS' ACCESS AND PARTICIPATION AMONG DISPLACED FAMILIES FROM MAU WATER CATCHMENT AREA IN KURESOI SUB COUNTY, NAKURU COUNTY, KENYA

**BY**

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## DECLARATION

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

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**REG NO: E56/83754/2012** Signature Date

This research project has been submitted to the University with my approval as University Supervisor

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# DEDICATION

I dedicate this research project to my Husband John Ruto,my children Mercy, Elvis, Chebet, Faith and Roy for your immersurable kindness, love, prayer and support through out my studies. May the almighty God highly reward you.

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# ABSTRACT

The purpose of this study was to investigate the factors influencing the access and participation of pupils to primary education in Mau water catchment area. This region has experienced displacement of people as a result of conservation efforts by government. The specific objectives of this study was to assess how school related factors including teacher related factors, security factors affect access and participation of primary school children in Mau forest region. The study employed an exploratory survey research design and targeted the three head teachers and 915 pupils displaced from the Mau water catchment area. A sample of all 3 head teachers and 180 pupils were selected to participate in the study. The research employed the use of the questionnaires and interview schedule as the main data collection instruments. The data collected was analyzed using descriptive statistical methods and presented in tables. The study found that the school factors such as presence textbooks, writing materials, classroom area, the frequency of teachers involving the learners in learning activities has an effect on the pupils' access and participation in education**.** The results obtained showed at least 59% of the respondents left their former schools because their parents decided so. Over 67% of the respondents were happy with the learning at their school.Security issues also affected participation of primary school children. The results also showed that 23.6% of the respondents said that they have been absent from school whereby 9 respondents reported they were insecure because they had been displaced from Mau forest.Parents' support was found to be highly inadequate hence influenced access and participation in primary education. The parents and guardians play a very significant role in curbing the absenteeism of their children from school. The results showed that at least 41% of the respondents said that they were absent from school because of work at home given by their parents The study recommended that the government should increase funding so that schools within Mau forest can purchase school resources such as textbooks, writing materials; improve classroom area and facilities for co-curricular activities such as football, netball, athletics, handball, and drama and music festival. The study revealed that atleast 52% of the respondents were happy with the way teachers taught them The government should empower the parents and guardians of children within Mau forest region economically to reduce child labor as well as introduce school feeding programme so that children room poor backgrounds are more motivated to attend school and as a way of reducing absenteeism. Further a study should be carried out to establish the effect of the cultural practices on the access and participation of the pupils to school activities among displaced people.

## TABLE OF CONTENTS

**DECLARATION** ..... **ii**

**DEDICATION** ..... **iii**

**ACKNOWLEGEMENTS** ..... **iv**

**ABSTRACT** ..... **v**

**TABLE OF CONTENTS** ..... **vi**

**LIST OF FIGURES** ..... **ix**

**LIST OF TABLES** ..... **x**

**LIST OF ABREVIATIONS** ..... **xi**

**CHAPTER ONE: INTRODUCTION** ..... **1**

1.1 Background to the study ..... 1

1.2 Statement of the problem ..... 4

1.3 Purpose of the study ..... 5

1.4 Research objectives ..... 5

1.5 Research questions ..... 5

1.6 Significance of the study ..... 6

1.7 Assumption of the study ..... 6

1.8 Scope of the study ..... 6

1.9 Limitation ..... 6

1.10 Ethical consideration ..... 7

1.11 Definition of significant terms ..... 7

**CHAPTER TWO: LITERATURE REVIEW** ..... **8**

2.1 Introduction ..... 8

2.2 Empirical Review ..... 10

2.2.1 Accessibility and participation of pupils in primary school ..... 10

2.2.2 Conflict and Access to Education in the World ..... 11
2.2.3 Effects of School Related Factors on accessibility Education ..... 17
2.2.4 Effects of parents' support on accessibility and participation of pupils..... .18
2.3 Theoretical Framework ..... 20
2.3.1 Maslow Theory of hierarchy of needs ..... 20
2.4 Conceptual Framework ..... 21
**CHAPTER THREE: RESEARCH METHODOLOGY ..... 22**
3.1 Introduction ..... 22
3.2 Research design ..... 22
3.3 Target population ..... 22
3.4 Sampling design ..... 23
3.5 Research instruments ..... 23
3.6 Piloting of research instruments ..... 24
3.6.1Validity of instruments ..... 24
3.6. Reliability of instruments ..... 25
3.7 Data Collection procedures ..... 25
3.8 Data analysis techniques ..... 25
**CHAPTER FOUR: PRESENTATION, DISCUSSION AND NTERPRETATION OF FINDINGS ..... 26**
4.1 Response rate ..... 26
4.2 Demographic characteristics of the respondents ..... 26
4.2.1 Distribution of students' respondents by gender ..... 26
4.2.2 Distribution by age ..... 27
4.2.3 Distribution by parent's occupation ..... 28
4.2.4 Distribution by education level of the parents of the pupils' respondents. .. 28

4.2.5 Distribution by sufficieny of meals ..... 29
4.3 Effects of School related factors on Access and Participation in Education .... 30
4.4 Effects of teacher related factors on participation of children in Education .... 32
4.5 Effects of security related factors on participation of children in Education ... 36
4.5.1 Relationship between Security-related Factors and Access to Education .... 36
4.6 Effects of the parents' support of education on access and participation..... 38
**CHAPTER FIVE SUMMARY, CONCLUSIONS AND RECOMMEDATIONS ..... 44**
5.0 Introduction ..... 44
5.1 Summary ..... 44
5.2 Summary of Findings ..... 44
5.2 Conclusions ..... 46
5.3 Recommendations ..... 48
5.4 Suggestion for Further Studies ..... 48
**REFERENCES ..... 49**
**APPENDICES ..... 52**
Appendix I: Interview Schedule for Headteachers ..... 52
Appendix II: Questionnare for pupils. ..... 53
Appendix III: Target Population. ..... 59
Appendix IV: Sample Frame ..... 60
Appendix V: Letter of introduction. ..... 61
Appendix VI: Research authorization certificate ..... 62

# LIST OF FIGURES

**Figure 2.1** Conceptual framework ..... 21

# LIST OF TABLES

**Table 4.1** Gender distribution ..... 26

**Table 4.2** Distribution by age ..... 27

**Table 4.3** Distribution by Parent's Occupation ..... 28

**Table 4.4** Distribution by Education Level among Fathers ..... 28

**Table 4.5** Distribution by Education Level among Mothers ..... 29

**Table 4.6** Distribution by Meals Types ..... 30

**Table 4.7** School related factors ..... 31

**Table 4.8** Teacher related factors ..... 33

**Table 4..9** Co-curricular activities ..... 34

**Table4.10** Cross-tabulation of the security-related factors and participation in education ..... 36

**Table 4.11** Reasons for Absenteeism ..... 39

**Table 4.12** Cross-tabulation of the Parents' Support and participation in education 41

# LIST OF ABREVIATIONS

**COHRE:** Centre for human rights education

**EFA:** Education for all

**KCPE:** Kenya Certificate of Primary Education

**KHRC:** Kenya Human Rights Commission

**KWS:** Kenya Wildlife Service

**MDGs:** Millennium Development Goals

**MOEST:** Ministry of Education, Science and Technology

**NRC:** National Research Council

**SPSS:** Statistical Package for Social Science.

**UN:** United Nations

**UNEP:** United Nations Environmental Programme

**UNESCO:** United Nations Educational, Scientific and Cultural Organization

# CHAPTER ONE: INTRODUCTION

## 1.1 Background to the study

Displacement of population due to a variety of factors in at least thirty one countries in Africa, Asia, Europe and Latin America over the past years often affects education negatively. According to UNESCO (2007) some of the worst affected countries are Afghanistan, Colombia, Iraq, Palestine, Thailand and Zimbabwe. One of the most affected countries is Afghanistan which witnessed a dramatic increase in attacks on schools from 242 in 2007 to 670 in 2008 has contributed to death of many students and teachers (UNESCO, 2010).

Conflicts affect education in many ways. It results to death and displacement of learners. For example, more than two thirds of teachers in primary schools were killed and displaced as a result of the Rwandan genocide (Michaelowa, 2001). Cambodia and Somalia represent extreme cases. In the later 1970s, the Cambodian educational system was left in ruins with virtually no trained teachers. All these factors had a negative impact on pupil participation in education (Richmond, 2014).

Internal displacement of persons is caused by violent struggles between groups competing for natural resources, land and political representation, (National Research Council, 2011). War and conflict also often destroy and damage schools and educational infrastructure (Buckland, 2005).

In Kenya, cases of displacement can be traced as far back as 1900s when East Africa was first divided into territories of influence by the European powers (Michaelowa,

2001). The Kenyan history has been frequently plagued by internal displacement from the colonial era when the white men took the African's land and forced them to settle in reserves (Michaelowa, 2001). In addition, in the post-colonial era, Kenya has witnessed displacement through internal political crises of 1992, 1997, 2002, and 2007 elections being the climax (Waki Report, 2008).

The Mau Forest complex is the largest remaining indigenous forest in East Africa (Sang, 2001). It covers an approximate area of 350,000 hectares and is situated about 170 km north-west of Nairobi and stretches west bordering Kericho District, Narok District to the south, Nakuru to the north and Bomet to the south-west. The forest is divided into seven blocs comprising South-West Mau (Tinet), East Mau, Ol'donyo Purro, Transmara, Maasai Mau, Western Mau and Southern Mau. These seven blocs merge to form the larger Mau Forest complex. Of all the forest blocs, only the Maasai Mau is not gazetted. The Ogiek community, who are the last remaining forest dwellers, are scattered all over the seven forest blocs (Kenya Wildlife Service & United Nations Environmental Programme, 2005).

The forest lies 1,200–2,600 meters above sea level with an annual rainfall of about 2,000 milimiters spread throughout the year. The forest regulates the stream flow, thus helping to control flooding and maintain water catchment areas, and drains into Lakes Nakuru, Bogoria, Baringo and Victoria. The forest is also home to wild animals some of which are endangered mammals like the yellow-backed duiker and the African golden cat. The vegetation cover varies from shrubs to thick impenetrable bamboo forest, indigenous trees like cedar and African olive.

The East Mau Forest leads in timber production from the harvest of exotic trees in Kenya. The residents living in the East Mau forest are tea farmers, livestock farmers and also grow crops such as potatoes and vegetables as their main economic activity. The more than 30,000 new settlers, who are mainly farmers, have totally degraded and destroyed the environment to pave way for their settlement and farming. Since 1993, the Kenyan Government has systematically carved out huge parts of Mau Forest for settlement of people from other communities.

Protection of the environment and the avoidance of serious negative consequences for water supply, climate, livelihoods and biodiversity are the justifications put forward by the Government of Kenya for the forced evictions which have taken place from forest areas in the recent past. Administrative police officers popularly known as "Okoa Mau" were used by the government of Kenya to carry out massive evictions of people living in forest areas of Kenya. Consequently houses, schools and health centers were destroyed, and many families were rendered homeless. The conditions of the families affected are characterized by sorrow and sadness because they do not have an alternative place to live. Most of these displaced families have lost their crops, animals and property and access to social amenities is unavailable. An estimated number of forcibly evicted persons between July 2004 and June 2006 were more than a hundred thousand (Centre for Human Rights Education and Hakijamii, 2006).

The living conditions of the families forcefully evicted from the Mau forest water catchment area were horrible (The Standard, 10th November, 2006). There were reports that some people succumbed to death because of the diseases associated with

the cold and dirty environment. Moreover, displaced families could not take their children to school because their schools were burnt down by the police. As the government of Kenya tries to protect its forest cover and water catchment areas, its action of evicting people living in those areas have been associated with poor access and participation of children to primary education.There is evidence that the displacement of families due to violence, conflicts and forceful movements has had a negative an impact on access and participation in education (Sifuna, 2005). Displacement of people as a result of inter-community fighting, conservation efforts by government and also natural calamities have had adverse effect on access and participation in schools over the past decades (Sifuna, 2005).According to Special report by Kenya Human Rights Commission (2006), education of children of the families displaced in the Mau water catchment areas have been facing many environmental challenges including lack of pit latrines, poor disposal of litter, small classrooms against many children and inadequate teaching and learning materials.

## 1.2 Statement of the problem

The environment in which a child learns to a very large extent determines the performance in the national examination. This also determines the child's cognitive development and the pace of development. It is on this premise that the researcher sought to establish the extent to which displacement of people in the Mau water catchment area has affected accessibility and participation of pupils at primary level of education since most primay schools pupils are day scholars. This study thus investigated the effects of selected school factors, security factors, teacher factors and parents' involvement in education hasd on the access and participation of their children at primary level of education.

## 1.3 Purpose of the study

The purpose of this study was to investigate the effect of displacement of people in the Mau water catchment area on pupils' access and participation at primary level of education.

## 1.4 Research objectives

Specifically, the study sought to:

(i) assess the effects of school related factors in terms of availability of learning resources and adequacy of staff on access and participation of primary school children in Mau forest region.

(ii) establish whether teacher related factors,with regards to teacher's level of training and gender of teachers affect participation of primary school children in Mau forest region.

(iii) establish whether security related factors in respect to incidences of pupils' harassment and cattle rustling affect participation of primary school children in Mau forest region.

(iv) find out how if parents' support of the primary education has influenced access and participation of their children at primary level of education.

## 1.5 Research questions

i). Do school related factors with regard to availability of learning resources and adequacy of staff affect access and participation of primary school children in Mau forest region?

ii). Do teacher related factors with regard to their level of training and gender affect participation of primary school children in Mau forest region?

iii). Do security related factors such as incidences of pupils' harassment and cattle rustling affect participation of primary school children in Mau forest region?

iv). How do parents' support of the primary education influence access and participation in schools in the Mau forest region?

## 1.6 Significance of the study

The findings of the study may be useful to policy makers in education regarding evictions of people and subsequent displacement and its effects on children's access and participation in education.

## 1.7 Assumption of the study

The study was based on the assumptions that:

i) The teacher respondents had been teaching in the Mau forest region before and after displacement

ii) The effect of displacement was homogeneous to the sampled respondents

## 1.8 Scope of the study

The study investigated the effect of displacement of people in the Mau water catchment of Olenguruone and Keringet areas has had on accessibility and participation of pupils in primary schools.

## 1.9 Limitation

Among the constraints which the researcher encountered during this period include little time that is available to conduct research. The main limitation of the study was that respondents were reluctant to give responses to some questions.

## 1.10 Ethical consideration

In the context of the ethical consideration, the study ensured that the respondents who were minors understood the context in which they were participating in the study. The concept of the questionnaire was elaborated to them. There were no identifiers such as name that were to be corrected so that the students felt free to answer the questionnaire.

Parents were asked to allow heir children to espond to the questionnaire since hildren had not attained legal age of majority.

## 1.11 Definition of significant terms

| | |
|---|---|
| **Access to education** | Refers to extent to which enrolment and participation rates in education are influenced by availability of educational infrastructure, teachers, security, cost and cultural practices. |
| | In this study refers to forced movement of people by the government from alocality such a forest reserve or a water catchment area. |
| **Enrolment** | Number of pupils in a primary level of education who are accessing education. |
| **Participation:** | Refers to involvement of pupils in school learning and co-curricular activities. |

# CHAPTER TWO: REVIEW OF RELATED LITERATURE

## 2.1 Introduction

The Mau forest conservation efforts have attracted both Kenya government and there gional communities and have expressed their commitment to conserve this largest water tower. Over the past decade, the government of Kenya allocated pieces of land in the Mau forest to citizens and demarcated the boundary between the forest and the settlement scheme. Despite the presence of the boundary line, some families started encroaching into the forest. Majority of the families who were moved from the forest were those who had illegally settled in the forest (The Standard, 10th November, 2006).

The government of Kenya began the process of rehabilitation of the Mau Forest after decades of human encroachment for farming, charcoal burning and other activities. The Mau forest complex is Kenya's most important water tower supplying the Rift Valley's many lakes and rivers. In a camp in Kapkembu, one of several along the forest edges, sporadic school attendance is common which is likely to drastically impact on the performance of pupils in their exams. Although primary education is officially free in Kenya, the influx of evicted children has led to a shortage of staff and so parents have had to meet the cost of hiring additional teachers.

At Kapkoi Primary School, where 100 of Kapkembu camp's children go to school, there are only 11 teachers employed by the government (Kuresoi SEO's office, 2015). This is too costly for the parents who struggle hard to put food on the table. "This is way too low considering that the school has more than 1,000 pupils and 21 classes,"

said John Keror, the school's headmaster. There are also more than 600 people staying at the camp (The Standard, 10th November, 2006).

The evictees had their crops in their farms destroyed by the police and also some lost their animals like chicken which they depended on for food and purchasing items like pens and books for the school going children apart from using part of it to buy food. Casual jobs are hard to come by. Sometimes, the children join their parents in looking for casual jobs to boost the family income or for the free lunches some employers provide, added John Keror, (The Standard, 10th November, 2006).

The government has kept evictees in camps for more than a year now even after promising to resettle them within three months after eviction. The government is yet to announce the resettlement of the affected population, with a further 7,000 families set to be evicted from the forest, according to the Mau Forest Secretariat (The Standard, 10th November, 2006).

In Afghanistan, both refugees and the internally displaced have been hugely disenfranchised by a clash of competing interests between the Taliban and the quasi-functional Afghani government. In the midst of the competing interests of insurgency movements, particularly the Taliban, al-Qaida and Hizb-i-Islami, the refugee and internally displaced populations have, by far, suffered the brunt of political reposturing, political violence and resource appropriation. According to International Displacement Monitoring Center (2010), the average education that most adults had undergone, aged 25 and up, was only 3.3 years in Afghanistan. This is the average time that bureaucrats, professionals and other community leaders have been schooled,

which naturally has a pronounced effect. The country's inequality-adjusted education index plainly demonstrates the disparate access to education among different sects and echelons of society, particularly refugees and the internally displaced persons.

## 2.2 Empirical Review

### 2.2.1 Accessibility and participation of pupils in primary school

Expansion of education system with an aim of improving access for all is anchored in international frameworks that can be traced back to 1948 when The Universal Declaration of Human Rights was adopted. In this bill of rights, article 26 has a provision for a right to education for all. This was followed by The World Conference on Education for All(EFA) in 1990 held in Jomtien, Thailand which sparked off a new impetus towards basic education especially with its vision and renewed commitment in making it available for all (Sifuna, 2005). The international community reaffirmed its commitment to EFA in Dakar Senegal in April and September 2000 after a decade of slow progress (UNESCO, 2000). The latter meeting was a UN Millennium Summit which saw the adoption of two EFA goals that are part of the general Millennium Development Goals (MDGs). It was during this same meeting that the overall MDGs were adopted by 189 nations and signed by 147 heads of state and governments which renewed commitment in making education available for all (UNESCO, 2000). The Republic of Kenya (2005) recognizes that there still exist barriers to access to primary education and places priority on continuing to expand access as captured in one of its goals: "to ensure that all children, including girls, children in difficult circumstances, and those from marginalized/vulnerable groups, have access to and complete free and compulsory primary education by 2010".

In their study, Wright, Horns and Sanders (1997) noted that the most important factor influencing student learning is the teacher. Teachers stand in the interface of the transmission of knowledge, values and skills in the learning-teaching process. Elsy (2005) in a study in Ghana found that the teacher factors significantly contribute to low academic achievement where incidences of lateness to school, incidences of absenteeism and inability to cope with the syllabus come in. Sifuna and Sawamura (2011) noted that the quality of performance depends on the quality of the teacher – pupil relationship interaction in the learning process. The findings agrees with Nuwikins and Nwanekezi cited in Osagie and Kafar (2012) who concluded that teacher workload was one of the factors that inhibited student academic achievement. Shortage of teachers can compromise giving of assignments and marking of the same. Oredein and Oloyede (2007) found that the number of assignments that a teacher gave to students, teachers ensuring that students completed assignments and finally marking of of the assignments significantly affected academic achievement.

### 2.2.2 Conflict and Access to Education in the World

In the Asia–Pacific region, and around the world, the main barriers to education affecting millions of children include conflict, disasters and displacement. The number of children affected by each of these barriers is growing. The number of people affected by disasters has more than tripled in three decades, there has been a long-term, global increase in the number of people affected by conflict; and the number of people forcefully displaced is at its highest since World War II. This has devastating impacts on children's education: recent humanitarian crises have pushed more than 8.7 million children out of school. These barriers affect a significant and growing number of children in the Asia Pacific. Asia accounts for 81 percent of

people affected by disasters over the past decade and a large number of people affected by conflict. Almost a fifth of the global total number of people forcefully displaced is in the Asia– Pacific region (UNESCO, 2013).

Increase in attacks on education has shocked the world. In Gaza, in just two months of fighting in July and August, 148 schools were damaged or destroyed. Three attacks on United Nations (UN) run schools killed 45 people, including 17 children. In Nigeria, the Islamist militant group Boko Haram provoked international outrage in April when it stormed a secondary school and kidnapped nearly 300 schoolgirls. In Syria, with the conflict now in its fourth year, almost 20 percent of schools can no longer be used because they have been damaged or destroyed, or because they are being used as emergency accommodation for the displaced (UNESCO, 2013).

These devastating examples of conflict have drawn the attention of the world's media in terms of their impact on education is nowhere more pronounced than in Asia. Half of all countries in Asia are affected by local or subnational conflict. With an average duration of 45 years, these conflicts are among the oldest in the world. Millions of Asian children have never known peace – and this has had enormous and long-lasting impacts on their education. In 2014, the Global Coalition to Protect Education from Attack identified six countries that were 'very heavily affected' by attacks on education and the military use of schools in the period 2009–2012. Two of the six, Afghanistan and Pakistan, were in South Asia. These two countries account for more attacks on education annually than almost anywhere else in the world (Panter & Eggerman, 2012).

Challenges faced by girls in Pakistan garnered international attention in 2012, when 16-year-old schoolgirl and now Nobel Prize winner Malala Yousafzai was shot along with two of her classmates on her way to school. In the period 2009–2012, throughout the country there were more than 800 attacks on schools, more than anywhere else in the world. Hundreds of schools were blown up and destroyed, and students, teachers, academics and proponents of female education were targeted and killed. Between 2009 and 2012, at least 30 children were killed in attacks on schools and school transport, at least 138 students and staff were kidnapped and at least 15 school teachers were killed. In 2013, there were 78 attacks on schools, school teachers and children, including one incident in which five Seventeen-year-old education activist, Malala Yousafzai, won the Nobel Peace Prize this year for her pioneering work in bringing girls' education into the international spotlight. In 2012, Malala was shot on her school bus, along with two of her classmates, as they rode home in the mountains of Pakistan. The Tehreek-e-Taliban Pakistan claimed responsibility, alleging that Malala had been promoting anti-Taliban values by advocating for a girl's right to education and called her "the symbol of the infidels and obscenity". Malala was an active blogger and education activist before the attack. She survived the gunshot wound and has since become a strong voice for girls' education and child rights around the world (Panter & Eggerman, 2012).

In Afghanistan, progress made in the education sector since the international military intervention in 2001 is often hailed as a phenomenal achievement, with the number of children in school jumping from just one million to more than ten million. But the incidence of attacks on schools is also one of the highest in the world, and more than three million children remain out of school. In 2013, there were at least 73 attacks on

schools, resulting in at least 11 children killed and 46 injured. At least 13 teachers were killed or injured, and eight teachers were abducted by armed opposition groups. Altogether, more than 500 schools were temporarily or permanently closed due to insecurity in 2013, interrupting schooling for an estimated 115,000 children (Save the Children Report, 2007).

In the far south of Thailand in the period 2009–2012, more than 120 Buddhist and Muslim students, teachers and education staff were killed or wounded by insurgents. Schools were attacked, set on fire, and damaged or destroyed by improvised explosive devices. In 2013, at least seven teachers and three education-related personnel were killed, including the execution of a teacher by gunmen in a school cafeteria in front of dozens of children.

In the Philippines between 2010 and 2012, there were at least 43 incidents involving damage, destruction or occupation of education facilities, placement of landmines and unexploded ordinances near schools, and violence or threats of violence against students and teachers. Schools were attacked by the Armed Forces of the Philippines and its associated auxiliary force, by the Mindanao Islamic Liberation Front, by the New People's Army, and by the Abu Sayyaf Group. At least 14 teachers were killed, and three students were abducted (Gaillard, J. et al. 2014).

In Indonesia, at least a dozen attacks on schools attended by minority Muslim sects and on Christian schools were reported in the period 2009–2012.23 In August 2013, a petrol-bomb was thrown at a Catholic school in Jakarta. In Myanmar, the resurgence of conflict in Kachin State in 2011 and 2012 saw several schools damaged during

clashes between the national armed forces and the Kachin Liberation Army. Fear of shelling, airstrikes and mortar fire kept several schools in conflict-affected areas closed at least into early 2013 (Richmond, 2014).

In April 1994, with the onset of the genocide in Rwanda, schooling came to an abrupt halt. Teachers and children were killed or fled; schools and colleges were destroyed, burned, looted and pillaged, and their vehicles stolen. Of the 1,836 schools, 65 per cent were damaged. Only 648 were operational in October 1994; 1,188 needed urgent repair. Almost one-quarter of the schools were still occupied by refugees returning from the Congo and Burundi, by military forces or displaced people, especially in the southwest, in Cyangugu, Gikongoro and Butare. Byumba/Umutara to the north-east became host to most of the incoming returnees who had fled to Uganda 30 years previously.All the schools had been looted and pillaged (MINEPRISEC/ 1994).

Teachers symbolized the elite and the educated in Rwanda. They became a particular target during the genocide. Teachers were also perpetrators of the genocide and participated in the killing of close family members. Teachers turned against other teachers, neighbours and pupils. Pupils did the same. The result was unimaginable terror and shock; and the total erosion of faith in the education system. Of almost 19,000 primary teachers before the war, 60.1 per cent had been classified as qualified by the Ministry of Education (UNICEF, 1992: 33; Aguilar and Richmond1998: 125). In September 1994 only 45 per cent of qualified teachers remained in the primary system. In secondary schools after the war, only one-third of the teachers were qualified. By 1997 the distribution of trained teachers became increasingly skewed in favour of the capital city, where 90 per cent of the primary teachers were qualified, in

comparison with the provinces of Byumba, Kibungo, Kibuye and Umutara with about 25 per cent qualified teachers (MOE, 1998a: 44, 66; World Bank, 2002: Chapter 5).

According to World Development Report (2011), donflict, disasters and displacement pose enormous challenges for children. In both conflict and disasters, children's education is disrupted when schools are damaged or destroyed, roads are blocked, teachers are absent, and schools are used as emergency accommodation for the displaced. Children in conflict zones are also prevented from accessing education because they are afraid to go to school, because students or teachers are attacked, or because their schools are used by military forces or armed groups. Children who are forcefully displaced from their homes face additional challenges. They may not speak the language taught at school; they may face challenges accessing education due to having lost all personal identity documents; and they may find themselves in immigration detention, with limited access to education.

Conflict affects children's access to education in myriad ways. Schools are often damaged or destroyed during fighting, either as collateral damage or as a result of a targeted attack, and are sometimes rendered unusable when they are occupied by people who have been forced to flee their homes. Many students and teachers are afraid of being caught in the fighting on their way to school and stay home in fear; others – particularly girls – fear being targeted by opponents of education. In some cases, families under unprecedented financial strain opt to pull their children out of school so that they can contribute to the family income; in other cases, schools are used by armed forces or armed groups for military purposes (Human Rights Watch, 2011).

Resource conflict whether caused by political or economic factors throughout the world constitutes one of the greatest barriers to education. According to United Nation Report (2011), resource conflict destroys or damage schools and thus limits educational opportunities in areas affected, result to teachers either being transferred, forced to flee, causes children and their families to flee their homes and live in camps with little educational opportunities, causes separation of families or destruction of sources of income for the family forcing children to work instead of schooling, causes destruction of pupils progress report forms preventing them from re-entering other schools,. Fear and insecurity associated with resource related conflicts keep children out of school. According to UNESCO (2011) resource conflict related causes accounts for 42% of primary school children out of school worldwide.

### 2.2.3 Effects of School Related Factors on accessibility and participation in Education

Many school efficacy studies have underscored the importance of teaching and learning materials on student accessibility and participation. For example, Fuller and Clarke (2004) reviewed school effectiveness studies in less developed countries that adjusted students' achievements for their family background and found rather consistent school effects in relation to availability of teaching and learning resources. Over 50% of the various studies have showed significant correlations between accessibility and teaching/learning materials. Boissere (2004) confirmed text books and writing materials as key contributors to school effectiveness at the primary level in developing countries. Studies carried out by Michaleowa (2001) found that, the availability of textbooks had strong significant and positive effect on enrolment.

The term parent's engagement in the academic performance of their children is the subject of much discussion and debate by researchers and policy makers (Weiss et.al 2010). It is important to outline a working definition of parental engagement that corresponds to what the evidence suggests has a beneficial effect on children's learning outcomes. Considered broadly, parental engagement involves partnerships between families, schools and communities, raising parental awareness about the benefits of becoming engaged in their children's education, and providing them with the skills to do so (Muller 2009).

### 2.2.4 Effects of parents' support of the primary education on accessibility and participation of pupils in Education.

The term parental involvement is used by some to refer only to those activities that take place in the school such as volunteering, meeting with teachers and other school personnel, attending school events, and parent teacher conferences Hill and Tyson, 2004). While the current evidence supports the notion that parental engagement can and does affect student academic attainment, there is an important difference between involving parents in schooling and engaging parents in learning. It is the latter that has been shown to have the greatest positive effects Goodall, 2010. While involving parents in school activities may have an important community and social function, it is the engagement of parents in learning in the home that brings about positive changes in children's accessibility and participation in schools.

Importantly, promoting engagement in the home often requires communication between teachers and parents that may take place in the school environment and which then fosters positive changes at home and elsewhere. Broadly conceived,

parental engagement promotes shared responsibility for education among parents and teachers, where the learning process transcends the school environment and the formal curriculum. Parents and schools can work together to create the optimal learning conditions for children and young people by having high expectations, having conversations about educational and occupational aspirations, discussing the different roles of parents, teachers and students, and developing parents' understanding of home reading norms and study habits (Weiss et.al 2010).

Hoyland et al (2009) asserts that eating breakfast positively affects learning in children in terms of cognitive and academic performance. Dermie (2007) found that lack of parental support among the Somali students in the United Kingdom contributed to their poor performance. Many of the Somali parents were unable to offer help to their children because of lack of prior education or ability to use English. Oloo (2003) in his similar studies in Kenya found that home environment of the day students was not conducive to reading and was a major problem affecting academic achievement. The problems of day students arose from a lot of domestic chores students engage in after school or during weekends.

In addition, a study by Desarrollo (2007) in Latin America found out that secondary students with the responsibility of earning money for their families on a regular basis performed poorly in their national examinations. In Malawi, according to Schraff and Brandy (2006) girls are expected to help their mothers with labor intensive house hold chores before going to school and therefore arrive to class late and exhausted than boys thus making them not to perform well (Scharff, 2007). Most students, especially girls are engaged in such activities as caring for their siblings when the parents are

away, taking care of the sick and attending to traditional rituals, funerals and other celebrations.

## 2.3 Theoretical Framework

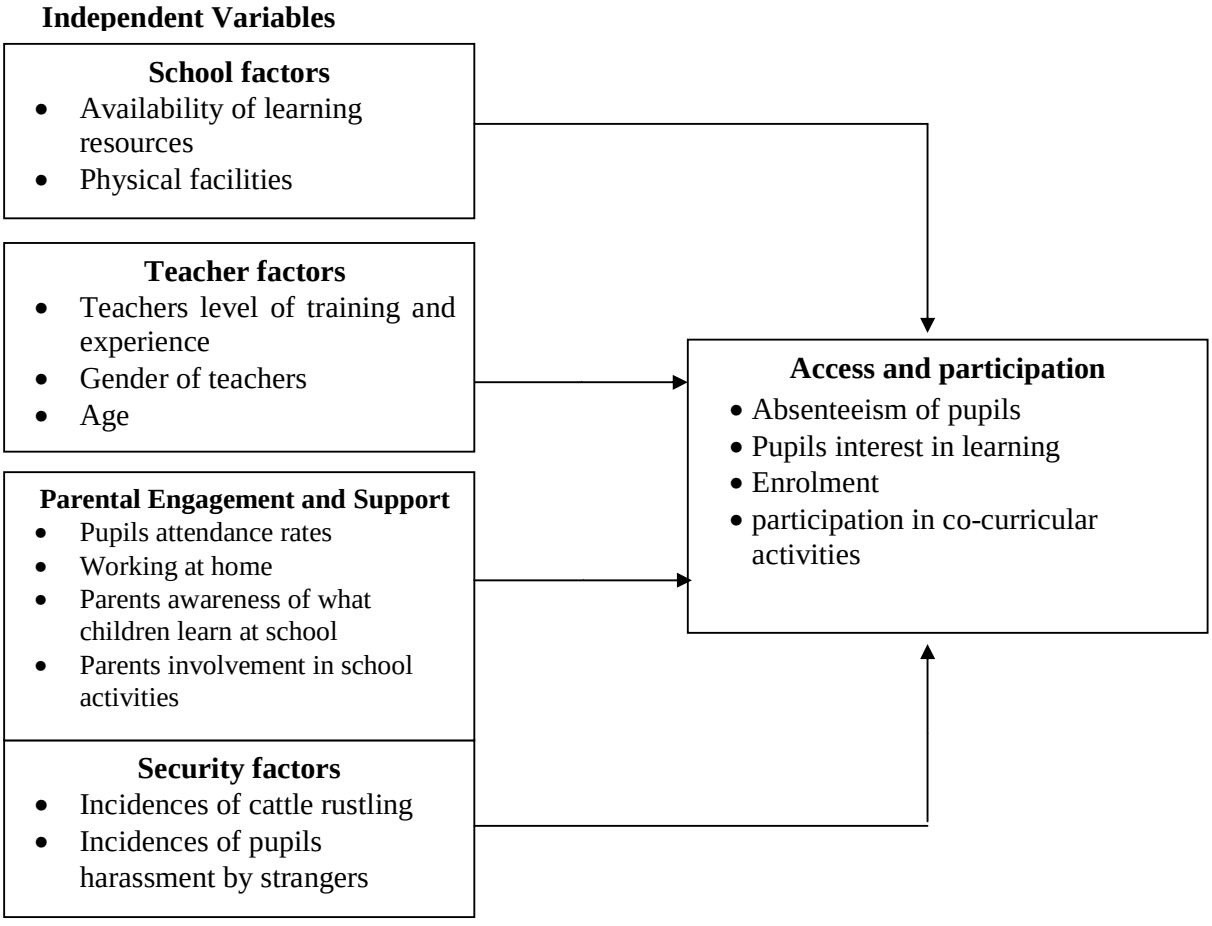
### 2.3.1 Maslow Theory of hierarchy of needs

This theory was postulated by Abraham Maslow in 1943. Maslow posited a hierarchy of human needs based on two groupings: deficiency needs and growth needs. Within the deficiency needs, each lower need must be met before moving to the next higher level. Once each of these needs has been satisfied, if at some future time a deficiency is detected, the individual will act to remove the deficiency. The first four levels are: Physiological (hunger, thirst, bodily comforts, etc.), Safety/security (out of danger), Belongingness and Love (affiliate with others, be accepted) and Esteem (to achieve, be competent, and gain approval and recognition). The next two levels of hierarchy of needs include self-actualization (to find self-fulfillment and realize one's potential and self-transcendence (to connect to something beyond the ego or help others, find self-fulfillment and realize their potential). This theory will be used during interpretation of data.

## 2.4 Conceptual Framework

The conceptual framework has identified the independent and the dependent variables by illustrating the nature of the relationship in relation to displacement of families in the Mau water catchment area and assume effects on access and participation of pupils in primary schools.

**Figure 2.1 Conceptual framework**: **Effects of Displacement of families on access and participation of their children in primary schools.**




This conceptual framework hypothesized that there is an effect of each of the factors of displacement of families, school related factors, teacher related factors and parental involvement in their children's school work and security factors affect accessibility and participation or children in primary schools. The study therefore, expects to find out the extent to which these factors affect pupil's access and participation in school.

# CHAPTER THREE: RESEARCH METHODOLOGY

## 3.1 Introduction

This chapter has covered the methodology that was used to study factors which affect access and participation of primary schools in Kuresoi Sub-county of Nakuru County that had experienced from the Mau forest. The sections that are discussed include: research design, target population, sampling procedures, piloting, research instruments, and data collection data analysis techniques.

## 3.2 Research design

Research design is a plan for collecting and utilizing data so that desired information can be obtained with sufficient precision. The purpose of research design is to define, elaborate and explain the research topic, make clear the area of research to others, provide limits and boundaries to a research, give the whole scenario of the research, tell the modes and consequences and ensure time and resources are properly utilized (Mugenda and Mugenda, 2003). The study employed an exploratory survey research design. This approach sought to collect data and explain the research findings without manipulating the research variables or the respondents in an attempt to get the perception of the respondents on the effects of displacement of families in the Mau water catchment area on the access and participation of pupils in primary schools.

## 3.3 Target population

Target population constitute the targeted people a researcher selects as respondents for study. The study collected data from the head teachers and pupils that were displaced from the Mau water catchment area. The target population is 3 primary

schools head teachers and there are a total of 915 pupils according to records of Kuresoi SEO's office, KUR/STAT/2015.

### 3.4 Sampling design

The study sampled the respondents based on the convenience sampling technique where three schools that are in close proximity to Mau forest regions of Olenguruone were recruited into the study. Purposive (convenience) sampling method ensures that the sample selected will best answer the study questions (Orodho, 2008). From the Mau forest region, three categories of respondents were selected namely: head teachers and pupils. A sample of 3 head teachers were selected purposively from each school because they understand better the family status of every pupil of his/her class. Mugenda and Mugenda (2003), recommends a sample size of between 10-30% for a study from a target population of similar characteristics. The study thus used a 20 % sample of pupils from each school using systematic random sampling. Systematic random sampling is a type of probability sampling method in which sample members from a larger population are selected according to a random starting point and a fixed periodic interval. The study therefore sampled all teachers and 180 pupils to participate to participate in the study (see Appendix V).

### 3.5 Research instruments

The research employed the use of the questionnaires as the main data collection instrument. The questionnaire were administered to the respondents and is preferred because of its low cost. Kothari (2004) notes that even if the universe is large and widely spread geographically, it is free from bias, respondents have adequate time to give well thought out answers and large samples can be made use of and thus the

results can be made more dependable and reliable. According to Mugenda and Mugenda (2003), a questionnaire is commonly used to obtain data about population, since each item is developed to address a specific objective. The questionnaires will were structured and generally included two types of questions: Closed-ended questions which were dominant so as to make it easier to analyze the findings. These questions were pre-specified and all the possible answers were calling for the respondent to make a choice among them. This category included: Likert-type scales i.e. strongly agree, agree, undecided, disagree and strongly disagree, multiple choice questions offering three or more options, and balanced rated scales, which measured the extent to which respondents agreed with either of the options given. Open-ended questions were also used where the respondent were allowed to respond in his or her own words.

### 3.6 Piloting of research instruments

The research instruments piloted to a selected sample similar to the sample in the actual study. The piloting will was done to a population equivalent to 1% of the entire sample. The piloting helped in identifying and correcting deficiencies as well as determining the appropriateness of the instruments (Orodho, 2008). In particular, it helped to determine the reliability and validity of the instruments.

#### 3.6.1 Validity of instruments

Validity testing will focus on determining the degree to which the research instruments measure what it is supposed to measure (Orodho, 2008). The study assessed the relevance of the content in the research instruments before piloting.

### 3.6.2 Reliability of instruments

Reliability testing will focus on determining the degree to which the research instruments give similar results over repeated trials. A test retest method was used to determine reliability of the instruments. The responses from the two tests will be expected to be similar or close but if not, then the instruments will be presumed to be of low reliability, (Orodho, 1998).

## 3.7 Data Collection procedures

Before the actual data collection exercise took place, the researcher undertook preliminary survey of the area under study in order to familiarize with the study area and also make appointments with the identified persons. During the appointment day, the researcher distributed the questionnaires to the respondents and collect them once they are filled on the same day but the researcher worked together with the respondents to help them answer the questions in the questionnaire as some of the respondents could not understand all the questions.

## 3.8 Data analysis techniques

The researcher edited the filled questionnaires to ascertain the completeness, accuracy and uniformity in responses. Incomplete and inaccurate instruments was be used in the analysis. The data from complete and accurate instruments was analyzed using descriptive statistics methods. Calculation of percentages and mean was used to analyze the data. The analyzed data was presented in tables, bar graphs and pie-charts. Statistical package for Social Scientist (SPSS) will was widely used for data analysis in this study

# CHAPTER FOUR: PRESENTATION, DISCUSSION AND INTERPRETATION OF FINDINGS

## 4.1 Response rate

The study initially intended to use a sample of 180 pupils and 3 head teachers as respondents and it distributed questionnaires to all these respondents. However, 13 questionnaires for pupils were not returned for analysis and thus the response rate was 93%.

## 4.2 Demographic characteristics of the respondents

The research found it necessary to analyse the general characteristics of the respondents as the characteristics of the respondents often have had an influence on the responses elicited from them.

### 4.2.1 Distribution of student respondents by gender.

The distributon of pupils by gender is presented in Table 4.1

**Table 4.1 Gender Distribution of pupil respondents.**

| Gender | Frequency | Percentage |
|---|---|---|
| Male | 92 | 55 |
| Female | 75 | 45 |
| **Total** | **167** | **100%** |

The results indiciated that 55% of the respondents in this category were male ( 55%) while female were 45%.The distribution by gender was critical in this study because of various reasons. Within the home set up, the boys and girls are given different roles

and there is different emphasis on their education which affects their participation and access to the education.The female gender seems to be more favoured than the male gender as statistics show that the ratio of the male pupils to the female is 51: 49 respectively. *www.ncbi.nlm.nih.gov/...*National Center for Biotechnology Information

### 4.2.2 Distribution by age

The age of the primary school pupils in Mau Forest catchment area is summarized in Table 4.2

**Table 4.2 Distribution by age**

| **Age Bracket** | **Frequency** | **Percentage** |
|---|---|---|
| 10-12 years | 105 | 62.5 |
| 13-15 years | 59 | 35.5 |
| Over 15 years | 3 | 2.0 |
| **Total** | **167** | **100%** |

The results of the study indicated that the majority (62.5%) of the respondents were aged between 10-12 years while only 2.0% were above the age of 15. The age distribution of the respondents is critical. This is because the older children are likely to sacrifice their education to assist their siblings in case of poor family resources. These older siblings are likely to engage in manual duties to assist their parents as well as fend for themselves hence impacting on their ability to access and participate in education.

### 4.2.3 Distribution by parent's occupation

The findings on distribution of parents occupation is summarized in Table 4.3

**Table 4.3 Distribution by parent's occupation**

| Occupation | Frequency | Percentage |
|---|---|---|
| Salaried | 35 | 21.5 |
| Self-employed | 70 | 42.25 |
| Casual labour | 62 | 36.25 |
| | **167** | **100%** |

The findings of the study showed that 42.25% of the parents' occupations were self-employed mainly involved in subsistence farming. The occupation of the parents have an influence on their child's access to education as it impacts on their ability to support their children's education expenses, and provide a conducive environment at home.

### 4.2.4 Distribution by education level of the parents of the pupils' respondents.

The study also sought to find the level of education of the parents of the pupils' respondents. This analysis is presented in Tables 4.4 and 4.5

**Table 4.4 Distribution by education level among fathers**

| | Frequency | Percentage |
|---|---|---|
| Never Went To School | 2 | 1.19 |
| Primary School | 100 | 59.88 |
| Secondary School | 50 | 29.94 |
| Above Secondary | 15 | 8.99 |
| **Total** | **167** | **100** |

The education level of the parents is critical in ensuring that the parents are able to be fully involved in their children's education through guiding them with homework and taking a general and productive interest on their studies. The results indicated that among the fathers 59.88% of the fathers had primary school level education while 29.94% had secondary school education level.

**Table 4.5 Distribution by educationl level of mothers of pupils' respondents.**

| | **Frequency** | **Percentage** |
|---|---|---|
| Never Went To School | 2 | 1.19 |
| Primary School | 110 | 65.86 |
| Secondary School | 45 | 26.94 |
| Above Secondary | 10 | 6.01 |
| **Total** | **167** | **100** |

Among the mothers, 1.19% of the respondents never went to school, 65.86% went to primary school, 29.94% went upto secondary school level and 6.01% have an above secondary school level. The findings showed that female who completed primary Education level are more than male and this is the same case to most primary school in Kenya. Most males joined secondary schools as compared to females. Some females may get married while others drop out of school due to early pregnancy.

The literacy levels among the 45-55 age group are 57% for males and 43% for female.

### 4.2.5 Distribution by sufficieny of meals

The respondents were also asked to give information about the meals they ate. The responses are summarised in Table 4.6

**Table 4.6 Distribution by meal types**

| | | Frequency | Percentage |
|---|---|---|---|
| BreakFast | Enough | 11 | 6.6 |
| | Not Enough | 136 | 82 |
| | Don't Eat At ALL | 20 | 11.4 |
| | **Total** | **167** | **100** |
| Lunch | Enough | 46 | 27.5 |
| | Not Enough | 114 | 68.3 |
| | Don't Eat At ALL | 7 | 4.2 |
| | **Total** | **167** | **100** |
| Supper | Enough | 18 | 10.5 |
| | Not Enough | 134 | 80.2 |
| | Don't Eat At ALL | 15 | 9.3 |
| | **Total** | **167** | **100** |

The results in Table 4.6 showed that most of the pupils do not eat enough meals during the breakfast, lunch and supper. For instance, 82% of the pupils reported that they did have enough breakfast whereas 6.6% indicated they ate enough breakfast. Also, 68.3% of the respondents said that they did not have enough lunch and there were also 80.2% of the respondents indicating that the supper they usually get at home was not enough.

### 4.3 Effects of School related factors on Access and Participation in Education

In the **first** objective, the study set out to assess how school related factors in terms of availability of learning resources and adequacy of staff affect access and participation of primary school children in Mau forest region. The findings are summarised in Table 4.7

**Table 4.7 School related factors and access and participation in education.**

| School related factors | 3 | 2 | 1 | Total | Mean | % | Variance | SD |
|---|---|---|---|---|---|---|---|---|
| | F | F | F | | | | | |
| I am happy with my textbooks | 41 | 45 | 81 | 167 | 1.76 | 58.68 | 13.15 | 3.63 |
| I am you happy with the writing materials the class teacher gives you | 35 | 39 | 93 | 167 | 1.65 | 55.09 | 17.26 | 4.15 |
| I am happy with my classroom area | 14 | 21 | 132 | 167 | 1.29 | 43.11 | 35.36 | 5.95 |
| I am happy with my desk/ form | 19 | 24 | 124 | 167 | 1.37 | 45.71 | 31.04 | 5.57 |
| I am happy with my chairs | 21 | 26 | 120 | 167 | 1.41 | 46.91 | 29.01 | 5.39 |
| I am happy with the school facilities | 25 | 43 | 99 | 167 | 1.56 | 51.90 | 19.79 | 4.45 |
| I am happy with toilets in the school | 11 | 17 | 139 | 167 | 1.23 | 41.12 | 39.36 | 6.27 |
| I am happy with the playing grounds | 37 | 60 | 70 | 167 | 1.80 | 60.08 | 10.39 | 3.22 |

Key: 1-Not Happy, 2-Happy, 3-very Happy, SD=Standard Deviation F=Frequency

The findings of the study indicated that 58.68% (Mean=1.76, SD=3.63) are happy with textbooks, 55.09% (Mean=1.65, SD=4.15) are happy with the writing materials

the class teacher gives them while 43.11% (Mean=1.29, SD=5.95) indicated that they were happy with my classroom area. The results additionally indicated that 45.71% (Mean=1.37, SD=5.57) were happy with their desk/ form, 46.91% (Mean=1.41, SD=5.39) were happy with their chairs and 51.91% (Mean=1.56, SD=4.45) said that they were happy with the school facilities. Most of the respondents (60.08%) also pointed out that they were happy with the school playing grounds, (Mean=1.80, SD=3.22). This findings agrees with those of Boissere (2004) who confirmed that text books and writing materials as key contributors to school effectiveness at the primary level in developing countries. Michaleowa (2001) also found that, the availability of textbooks had strong significant and positive effect on enrolment.

### 4.4 Effects of teacher related factors on participation of children in Education

In the **second** objective,the study asked pupils respondents were happy with the teachers as a way of establish whether these factors affect accessibility and participation of primary school children in Mau forest region. This analysis is contained in Table 4.8

**Table 4.8 Teacher related factors and access and participation in education.**

| Teacher related factors | 3 F | 2 F | 1 F | Total F | Mean | % | Variance | SD |
|---|---|---|---|---|---|---|---|---|
| I am happy with the way your teachersteach | 59 | 64 | 44 | 167 | 2.09 | 69.66 | 4.83 | 2.20 |
| Are you happy when teachers come to class all the time | 62 | 87 | 18 | 167 | 2.26 | 75.45 | 3.43 | 1.85 |
| I am happy when teachers are absent | 17 | 24 | 126 | 167 | 1.35 | 44.91 | 32.11 | 5.67 |
| I am happy when teacher teach you difficult topics | 39 | 47 | 81 | 167 | 1.75 | 58.28 | 13.22 | 3.64 |
| I am happy with the care teacher give pupils | 60 | 57 | 50 | 167 | 2.06 | 68.66 | 5.59 | 2.36 |
| I am happy with my academic performance | 35 | 46 | 86 | 167 | 1.69 | 56.49 | 14.89 | 3.86 |

Key: 1-Not Happy, 2-Happy, 3-very Happy, SD=Standard Deviation

F=Frequency

The results of the enquiry showed that 69.66% (Mean=2.09, SD=2.20) are happy with the way your teachers teach, 75.45% (Mean=2.26, SD=1.85) are happy when teachers come to class all the time while 44.91% (Mean=1.35, SD=5.67) reported that they were happy when teachers are absent. The results further indicated that 58.28% (Mean=1.75, SD=3.64) were happy when teacher teach you difficult topics, 68.66% (Mean=2.06, SD=2.36) were happy with the care teacher give pupils and 56.49% (Mean=1.69, SD=3.86) said that they were happy with my academic performance.

These study findings in Table 4.8 showed that the respondents are happy with the way teachers teach them and come to class all the time, when they teach them difficult topics and when teachers provide them care. However, the study shows that the respondents were unhappy when teachers were absent.The respondents were also asked if teachers encouraged them to participate in co-curriculum activities.

The summary of pupils responses are captured in Table 4.9.

**Table 4..9 Co-curricular activities on access and participation in education – related activities.**

| Co-curricular activities | 3 | 2 | 1 | Total | Mean | % | Variance | SD |
|---|---|---|---|---|---|---|---|---|
| Football | 52 | 56 | 59 | 167 | 1.96 | 65.27 | 7.41 | 2.72 |
| Netball | 5 | 10 | 152 | 167 | 1.12 | 37.33 | 47.41 | 6.89 |
| Athletics | 73 | 82 | 12 | 167 | 2.37 | 78.84 | 2.98 | 1.73 |
| Handball | 24 | 45 | 98 | 167 | 1.56 | 51.90 | 19.45 | 4.41 |
| Drama | 24 | 42 | 101 | 167 | 1.54 | 51.30 | 20.59 | 4.54 |
| Music Festival | 19 | 23 | 125 | 167 | 1.37 | 45.51 | 31.55 | 5.62 |

Key: 1-Rarely, 2-Often, 3-Very Often, SD=Standard Deviation

The study analysis contained in Table 4.9 found out that 52% responded positively to the question while 48% indicated otherwise. The study also sought to know how often respondents participated in the following co-curricular activities in their school. The questions about co-curricular activities were rated on a 3-point scale such that 1=Rarely, 2=Often, 3=Very Often. The means of the responses was then calculated in order to establish the level os access and participation in education – related activities.

The findings of the enquiry in Table 4.9 have shown that 65.27% (Mean=1.96, SD=2.72) of the respondents participated in football, 37.33% (Mean=1.12, SD=6.89) were active in netball, 78.84% said that they usually took part in athletics (Mean=2.37, SD=1.73) , 51.90% (Mean=1.56, SD=4.41) pointed out that they often participate in handball games, there was also 51.30% of the respondents reporting that they take part in drama(Mean=1.54, SD=4.54) and 45.51% (Mean=1.37, SD=5.62) said that they often take part in music festival

These findings agree with Elsy (2005) that teachers stand in the interface of the transmission of knowledge, values and skills in the learning-teaching process. Many pupils participate in football because of the accessibility to the playing grounds in most of the schools. We also have a camp around their schoo;s which house athletes, for example Paul Tergat. Some pupils are not interested in participating in co – curricular activities because these are not their hobbies and there is lack of poles and playing grounds.

Elsy (2005) in a study in Ghana found that the teacher factors significantly contribute to low academic achievement where incidences of lateness to school, incidences of absenteeism and inability to cope with the syllabus come in. Further more Sifuna and Sawamura (2011) noted that the quality of performance depends on the quality of the teacher –pupil relationship interaction in the learning process. The findings agree with those of Nuwikins and Nwanekezi cited in Osagie and Kafar (2012) who concluded that teacher workload was one of the factors that inhibited student academic achievement. Shortage of teachers can compromise giving of assignments and marking of the same. Oredein and Oloyede (2007) found that the number of

assignments that a teacher gave to students,ensuring that students completed assignments and finally marking of the assignments significantly affected academic achievement.

## 4.5 Effects of security related factors on participation of children in Education

On objective **three** the study sought toestablish whether security related factors with regard to incidences of pupils' harassment and cattle rustling affect participation of primary school children in Mau forest region.

### 4.5.1 Relationship between Security-related Factors and Access to Education

Security related factors and their influence on access and participation of primary school children is presented in Tabale 4.10

**Table 4.10 Cross-tabulation of the security-related factors and participation in education**

| **Security related factors** | **Participation in Education** | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | **Athletics** | | **Absenteeism** | | **Learning activities** | | **Total** | |
| Displacement from Mau forest making participation in athletics,school attendance and partciaption in laeningbactiities difficult. | F<br>12 | %<br>41.37 | F<br>9 | %<br>31.03 | F<br>8 | %<br>27.6 | F<br>29 | %<br>100.0 |
| The School is far from home making participation in athletics,school attendance and partciaption in laeningbactiities difficult | 5 | 23% | 3 | 14. 28% | 13 | 61.92% | 21 | 100.0 |

Source: (Field data)

F=Frequency

Table 4.10 showed a cross tabulation of the the security-related factors and participation of pupils in primary education, we notice that 24.2% of the respondents participated in co-curricular activities (athletics).The results also showed that 23.6% of the respondents said that they have been absent from school whereby 9 respondents reported they were insecure because they had been displaced form Mau forest and another 9 respondents said that they do not have gumboots and rain coats to use during rainy season. Some 16 of these respondents said that the school is far from home and 3 respondents pointed out that their school is prone to insecurity. The study also found that 21.7% of the respondents reported that they have been absent from school.9 of these respondents said that the school is far from home and 13 respondents pointed out that their school is prone to insecurity. 11 of these respondents said that the school is far from home and 4 respondents pointed out that their school is prone to insecurity.

The study findings in Table 4.10 were interpreted to mean that security-related elements such as displacement form Mau forest, lack of gumboots and rain coats to use during rainy season, the school being far from home and school being prone to insecurity affected participation of respondents in education. These elements affected the participation of respondents in co-curricular activities such as athletics, contributed to absenteeism, affected the frequency at which teachers involve leaners in learning activities and have influenced the marks the respondents aspired to get in KCPE examination.These results agree with those of World Development Report (2011) which asserted that conflict, disasters and displacement pose enormous challenges for children. In both conflict and disasters, children's education is disrupted when schools are damaged or destroyed, roads are blocked, teachers are

absent, and schools are used as emergency accommodation for the displaced. Children in conflict zones are also prevented from accessing education because they are afraid to go to school, because students or teachers are attacked, or because their schools are used by military forces or armed groups.

Furthermore, a report by Human Rights Watch (2011) indicate that conflict affects children's access to education in myriad ways. Schools are often damaged or destroyed during fighting, either as collateral damage or as a result of a targeted attack, and are sometimes rendered unusable when they are occupied by people who have been forced to flee their homes. Many students and teachers are afraid of being caught in the fighting on their way to school and stay home in fear; others – particularly girls – fear being targeted by opponents of education. In some cases, families under unprecedented financial strain opt to pull their children out of school so that they can contribute to the family income; in other cases, schools are used by armed forces or armed groups for military purposes

### 4.6 Effects of the parents' support of education on access and participation

In the **fourth** objective the study had also set out to find out how the parents' support of the primary education has influenced access and participation in schools in the Mau forest region.

The study sought to find out the reasons behind the absenteeism of the respondents in school. The study concentrated on those variables that seem to be under the control of parent or guardian. The questions about the reasons for absenteeism were rated on a 3-point scale such that 1-Rarely, 2-Frequently, 3-Very Frequently. The means of the

responses was then calculated in order to find the corresponding percentage of the respondents who were in agreement with the responses provided. The findings were then presented in the table below: The findings of the study are summarized in the table 4.11 blow.

**Table 4.11 Reasons for absenteeism**

| Reasons for Absenteeism | 3 | 2 | 1 | Total | Mean | % | Variance | SD |
|---|---|---|---|---|---|---|---|---|
| | F | F | F | | | | | |
| Work at home | 51 | 55 | 61 | 167 | 1.94 | 64.67 | 7.83 | 2.80 |
| Lack of uniform | 30 | 39 | 98 | 167 | 1.59 | 53.09 | 19.24 | 4.39 |
| Lack of school fees | 35 | 43 | 89 | 167 | 1.68 | 55.89 | 15.87 | 3.98 |
| Work for other people | 74 | 82 | 11 | 167 | 2.38 | 79.24 | 2.97 | 1.72 |
| Lack of gumboots and rain coat during rainy season | 29 | 36 | 102 | 167 | 1.56 | 52.10 | 20.83 | 4.56 |
| Cultivating in our shamba | 22 | 40 | 105 | 167 | 1.50 | 50.10 | 22.26 | 4.72 |
| Fetching water | 13 | 15 | 139 | 167 | 1.25 | 41.52 | 39.33 | 6.27 |
| Fetching firewood | 15 | 18 | 134 | 167 | 1.29 | 42.91 | 36.44 | 6.04 |
| Lack of lunch | 60 | 74 | 33 | 167 | 2.16 | 72.06 | 3.83 | 1.96 |

Key: 1=Rarely, 2=Frequently, 3=Very Frequently, SD=Standard Deviation F=Frequency

The results of the analysis showed that 64.67% (Mean=1.74, SD=2.8) said that they became absent from school because of work at home, 53.09% (Mean=1.59, SD=4.39) indicated that lack of school fees and 55.89% (Mean=1.68, SD=3.98) cited that working for other people made them not to attend school.The findings of the study on the reasons of absenteeism from school was attributed to lack of gumboots and rain coat during rainy season as reported by 52.10% (Mean=1.56, SD=4.56), 50.10% mentioned cultivating in their shamba (Mean=1.50, SD=4.72), 41.52% named

fetching water (Mean=1.25, SD=6.27), 42.91% quoted fetching firewood (Mean=1.29, SD=6.04) and 72.06% (Mean=2.16, SD=1.96) pointed out that lack of lunch was the reason for them being absent from school.

This information agree with previous studies of influence of home environment on students learning outcome. Hoyland (2009) asserted that eating breakfast positively affects learning in children in terms of cognitive and academic performance. Additionaly, Dermie (2007) found that lack of parental support among the Somali students in the United Kingdom contributed to their poor performance. Many of the Somali parents were unable to offer help to their children because of lack of prior education or ability to use English.

An association between parents' support and participation of primary school children in education was sought in relation to absenteeism from parents responses on the causes of pupil absenteeism from school are summarised in Table 4.12.

**Table 4.12 Cross-tabulation of the Parents' Support and participation in education**

| | Participation in Education | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Reasons for Absenteeism** | **Athletics** | | **Learning activities** | | **Aspired 300-350 Marks** | | **TOTAL** | |
| | F | % | F | % | F | % | F | % |
| Work at home | 6 | | 4 | | 6 | | 16 | 100 |
| Lack of uniform | 3 | | 2 | | 10 | | 15 | 100 |
| Lack of school fees | 7 | | 4 | | 5 | | 16 | 100 |
| Work for other people | 10 | | 6 | | 11 | | 27 | 100 |
| Lack of gumboots and rain coat during rainy season | 8 | | 7 | | 11 | | 26 | 100 |
| Cultivating in our shamba | 7 | | 2 | | 7 | | 16 | 100 |
| Fetching water | 2 | | 1 | | 4 | | 7 | 100 |
| Fetching firewood | 0 | | 3 | | 3 | | 6 | 100 |
| Lack of lunch | 7 | | 13 | | 16 | | 36 | 100 |

Source: (Field data)

Table 4.13 showed a cross tabulation of the the parents' support and participation of primary school children in education, that 30.3% of the respondents participated in co-curricular activities (athletics) whereby 6 respondents reported they were given work at home by their parents making them to be absent from school. Out of the remaining 44 respondents who responded to this question of taking part participated in co-curricular activities (athletics), 3 respondents said that they lacked uniform, 7 cited lack of school fees, 10 reported that they worked for people, 8 named lack of

gumboots and rain coat during rainy, 7 said they worked in shamba, 2 pointed out that they fetched water and 7 quoted lack of lunch as reasons for not attending school.

The results also showed that 25.5% of the respondents cited that teachers frequently involve them in learning activities, whereby 4 respondents reported they were given work at home by their parents making them to be absent from school. Out of the remaining 38 respondents who responded to this question of teachers frequently involving them in learning activities, 2 respondents said that they lacked uniform, 4 cited lack of school fees, 6 reported that they worked for people, 7 named lack of gumboots and rain coat during rainy season, 2 said they worked in shamba, 1 pointed out that they fetched water, 3 said that they fetched firewood and 13 mentioned lack of lunch as reasons for not attending school.

The findngs of the studyin Table 4.14 further indicated that 44.2% of the respondents signposted that they aspired 300-350 marks in their KCPE examination, whereby 6 respondents reported they were given work at home by their parents making them to be absent from school. Out of the remaining 67 respondents who responded to this question of aspiring to get 300-350 marks, 10 respondents said that they lacked uniform, 5 cited lack of school fees, 11 reported that they worked for people, 11 named lack of gumboots and rain coat during rainy season, 7 said they did cultivation in shamba, 4 pointed out that they fetched water, 3 said that they fetched firewood and 16 revealed that lack of lunch as reasons for being absent from school.

Oloo (2003) in similar studies in Kenya found that home environment of the day students was not conducive to reading and was a major problem affecting academic achievement. The problems of day students arose from a lot of domestic chores

students engage in after school or during weekends. In Malawi, according to Schraff and Brandy (2006) girls are expected to help their mothers with labor intensive house hold chores before going to school and therefore arrive to class late and exhausted than boys thus making them not to perform well (Scharff, 2007). Most students, especially girls are engaged in such activities as caring for their siblings when the parents are away, taking care of the sick and attending to traditional rituals, funerals and other celebrations. These findings were further confirmed through an interview with the school head teachers.

# CHAPTER FIVE

# SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

## 5.0 Introduction

This chapter presents the summary of the findings, conclusion and recommendations of the study; based on the research objectives. Suggestions for further research are also given at the end of the chapter.

## 5.1 Summary

This study set out to investigate the effect of displacement of people in the Mau water catchment area on pupils' access and participation at primary level of education. A brief overview of the background was discussed. The theoretical framework, on which this study was based, was expounded. Accordingly, the objectives of the study were formulated on the basis ;effects of school related factors in terms of availability of learning resources and adequacy of staff onaccess, teacher related factors,with regards to teacher's level of training and gender of teachers; security related factors in respect to incidences of pupils' harassment and cattle rustling and how if parents' support of the primary education has influenced access and participation of their children at primary level of education.A exploratory survey research design was used as the preferred research design and data was collected using questionnaires and interview schedule. Data was presented using Tables, frequencies and percentages.

## 5.2 Summary of Findings

Based on the data analysis, the following is a summary of the findings in this study:

### 5.2.1 Effects of school related factors in terms of availability of learning resources and adequacy of staff onaccess and participation of primary school children in Mau forest region.

The **first** objective obtained showed at least 59% of the respondents left their former schools because their parents decided so. Over 67% of the respondents were happy with the learning at their school.This show that the pupils need to be motivated by introducing lunch programmes so that htey can learn without difficulties.

### 5.2.2 Effect of Teacher related factors,with regards to teacher's level of training and gender of teachers on participation of primary school children in Mau forest region.

The **second** objective showed that atleast 52% of the respondents were happy with the way teachers taught them and came to class all the time, when they were taught difficult topics and when teachers provided them care. However the study showed that the respondents were unhappy when teachers were absent from school. Over 45% of the respondents said that they participated in co-curricular activities such as football, netball, athletics, handball, drama and music festival.The government should employ qualified teachers so as to improve education of pupils from displaced family and provide play grounds so that all pupils can participate in co – curricular activities.

### 5.2.3 Effects of security related factors in respect to incidences of pupils' harassment and cattle rustling on participation of primary school children in Mau forest region.

The t**hird** objective of the study sought to establish whether security related factors with regard to incidences of pupils' harassment affect participation of primary school

children in Mau forest region.This may be the school was far from home children were scared o go to school or fear of being attacked. This long distance of home and assoociated insecurity limited access and partcipatrion of pupils in education. These elements also appear affcetd the participation of respondents in co-curricular activities such as athletics. The government should set up schools in the camps so that pupils can access and participate in education without any problems.

### 5.2.4 Effects of parents' support of the primary education has influenced access and participation of their children at primary level of education.

The **fouth** objective the study had also set out to find out how the parents' support of the primary education has influenced access and participation in schools in the Mau forest region. The study asked pupils to give reasons for absenteeism that the study considered to be under the control of parent or guardian. The results of the analysis showed that at least 41% of the respondents said that they were absent from school because of work at home given by their parents lack of school fees, working for other people made them not to attend school, lack of gumboots and rain coat during rainy season, fetching water and fetching firewood and lack of lunch was the reason for behind their absenteeism from school.Lack of proper clothing make them to be absent because of heavy rainfall in the morning and in the afternoon hence forcing them to work for other people so as to buy gumboots and rain coats.

## 5.2 Conclusions

On the basis of the findings discussed here above, the following conclusions are made;

i. The school related factors such as presence of school facilities such as textbooks, writing materials, classroom area, the frequency of teachers involving the learners in learning activities has an effect on the pupils' access and participation in education. These factors also affect the way the pupils participate in co-curricular activities such as football, netball, athletics, handball, drama and music festival.

ii. The security related factors with regard to incidences of pupils' harassment affect participation of primary school children. The security-related elements such as the school being far from home made access and participation in fomal and co-curricular activities challenging. These elements affected participation of pupils in athletics and sports.Further, they are likely to have cntrbuted to abseeteesim which would eventualy lead to poor academic performance.

iii. The parents' support of the education has an influence access and participation in primary education. The parents and guardians play a very significant role in curbing the absenteeism of their children from school. They can do so by not giving their children's work to do at home at the expense of going to school, providing school fees, stopping their children from working for other people, providing gumboots and rain coat during rainy season and ensuring that there is food for their children. By doing this, the parents and guardians will have contributed a great deal towards their children access and participation in school in both formal and co-curricular activities.

## 5.3 Recommendations

Based on the findings of the study, the following recommendations are made;

a) The government should increase funding so that schools within Mau forest can purchase school facilities such as textbooks, writing materials, improve classroom area and facilities for co-curricular activities such as football, netball, athletics, handball, drama and music festival.

b) The government should empower the parents and guardians of children within Mau forest region economically so that they stop giving children too much work to do at home at the expense of going to school as well as allowing them to work for other economically empowerd parents will help them to clothe their children better for rainy seasons.

c) The government should introduce school feeding programme so that children rom poor backgrounds are are more motivated to attend school and as a way of reducing absenteeism

## 5.4 Suggestion for Further Studies

The following aspects have been suggested for further study.

i. The effect of the cultural practices on the access and participation of the pupils to school activities among displaced people.

ii A study shoul be carried out to to find out whether schools that were not affected by displacement had similar challenges as those that experienced displacement in the same Sub – County.

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## APPENDICES

### Appendix I: Interview Schedule for Headteachers.

**1.** How does the parents' support towards the school activities in your school influence enrolment of pupils?

_____

_____

**2.** What are your comments on the effects of security related factors on the absenteeism of pupils in your school?

_____

_____

**3.** What do you think are some of the reasons why girls absent themselves from schools?

_____

_____

**4.** Are there children who are supposed to be attending school and they are not attending in your school? If yes, give reasons as to why they are not attending school?

_____

_____

**5.** How has the displacement of families from Mau forest contributed to security challenges that affect your school?

_____

_____

**6.** What suggestions can you propose that can help improve education your school?

**Appendix II: Questionnare for pupils.**

This questionnaire seeks to gather information from standard six class to be used in the study of factors influencing primary school pupil's access and participation among displaced families from mau water catchment area in kuresoi sub county, nakuru county, kenya. you are kindly requested to fill in the questionnaire.

Your responses will be used for the purpose of the study only. To ensure confidentiality, please do not write your name or the name of your school anywhere in the questionnaire. Please indicate with a tick (√) the correct options by ticking against your application option. In addition, fill in the blank for the questions requiring answers.

1. Please indicate your gender.

   Male [ ] female [ ]

2. What is your age?

   a. 10 – 12 years [ ]
   b. 13 – 15 years [ ]
   c. Over 15 years [ ]

3. (a) What is the highest education level of your father and mother? Indicate with a tick [√]

| **Level of education** | **Father** | **Mother** |
|---|---|---|
| Never went to school | | |
| Primary education | | |
| Secondary education | | |
| Above secondary education | | |

(b) i. I have a mother a Yes [ ] No [ ]
I have a father Yes [ ] No [ ]
I have a guardian Yes [ ] No [ ]

ii. How many brothers and sisters do you have? Brothers [ ] Sisters[ ]

(c) Do you eat enough food for the following meals?

| **Types of meal** | **Enough** | **Not enough** | **Do not eat at all** |
|---|---|---|---|
| Breakfast | | | |
| Lunch | | | |
| Supper | | | |

4. What work do your parents do? Salaried [ ] Self-employed [ ]

   Casual labour [ ] Do not work [ ]

5. (a) Is this the school where you started your education?

   Yes [ ]

   No [ ]

(b) If answer is No to Question 5 (a) ,why did you leave your former school? Tick the most important reason only

a) Displacement from our former home [ ]

b) Security [ ]

c) Decision of the parent [ ]

d) This is a better school [ ]

e) Feeding programme [ ]

(c) Are you in happy learning at your school? Yes[ ] No [ ]

(d) Please tick [√] the box that describes how happy you are with each of the following.

| | **Items** | **Very Happy** | **Happy** | **Not Happy** |
|---|---|---|---|---|
| 1 | I am happy with my textbooks | | | |
| 2 | I am you happy with the writing materials the class | | | |
| 3 | I am happy with my classroom area | | | |
| 4 | I am happy with my desk/ form | | | |
| 5 | I am happy with my chairs | | | |
| 6 | I am happy with the way your teachers teach | | | |
| 7 | Are you happy when teachers come to class all the | | | |
| 8 | I am happy when teachers are absent | | | |
| 9 | I am happy when teacher teach you difficult topics | | | |
| 10 | I am happy with the care teacher give pupils | | | |
| 11 | I am happy with the school facilities | | | |
| 12 | I am happy with toilets in the school | | | |
| 13 | I am happy with the playing grounds | | | |
| 14 | I am happy with my academic performance | | | |

6. (a) Do teachers encourage you to participate in co-curriculum activities?

Yes [ ] No [ ]

(b) How often do you participate in the following co-curricular activities in your school?

| **Co-curricular activities** | **Very often** | **Often** | **Rarely** |
|---|---|---|---|
| Football | | | |
| Netball | | | |
| Athletics | | | |
| Handball | | | |
| Drama | | | |
| Music Festival | | | |

7. How frequently do teachers involve you in the following activities?

| Activities | Very frequently | Frequently | Rarely |
|---|---|---|---|
| Asking you questions | | | |
| Home work | | | |
| Making notes | | | |
| Writing composition | | | |
| Creative arts/Drama/Acting | | | |
| Learning activities | | | |
| Ball games | | | |
| Clubs | | | |
| Singing | | | |
| Debating | | | |
| Athletic competition | | | |
| Dancing | | | |

8. How can the teacher help to improve learning in the school?

_____

_____

**9.** How can your parents help improve learning in the school?

_____

_____

10. What level of education do you aspire for?

i. Form IV [ ]

ii. College [ ]

iii. University [ ]

11. (a) Have you ever been absent from school last term?

i. Yes [ ] ii. No [ ]

(b) How frequently has the following reasons make pupils to become absent from school?

| **Reasons** | **Very** | **Frequently** | **Rarely** |
|---|---|---|---|
| Sickness | | | |
| Monthly period (girls only) | | | |
| Suspension from school | | | |
| Work at home | | | |
| Lack of uniform | | | |
| Lack of school fees | | | |
| Lack of activity fee | | | |
| Lack of building fund | | | |
| Indiscipline | | | |
| I don't like school | | | |
| Fear of being beaten by other | | | |
| Fear of being beaten by a teacher | | | |
| I waste time in school | | | |
| Work for other people | | | |
| The school is very far from home | | | |
| Lack of gumboots and rain coat | | | |
| Cultivating in our shamba | | | |
| Fetching water | | | |
| Fetching firewood | | | |
| Lack of lunch | | | |
| Because of displacement, it is difficult for children for children to | | | |

12. Did your parents move from Mau Forest to your present home? Yes [ ] No [ ]
13. Explain how displacement of your family from Mau Forest affected your education.

(i)_____

(ii)_____

(iii)_____

14. (a) Do you like your school? Yes [ ] No [ ]

(b) If “Yes” give reasons

_____
_____
_____
_____

(b) If “No” give reasons

_____
_____
_____
_____

15. Is your school prone to insecurity? Yes [ ] No [ ]

16. If Yes to Question 15, write down reasons for insecurity

(i)_____
(ii)_____
(iii)_____

## Appendix III: Target Population.

| **Respondents** | **Target population** | |
|---|---|---|
| | **Head Teachers** | **Pupils** |
| Konoin primary school | 1 | 345 |
| Taachasis primary school | 1 | 300 |
| Kiplemeiwo primary school | 1 | 270 |
| **TOTAL** | **3** | **915** |

## Appendix IV: Sample Frame

| | **Head Teachers** | **Pupils** |
|---|---|---|
| Konoin primary school | 1 | 330*20%=66 |
| Taachasis primary school | 1 | 300*20%=60 |
| Kiplemeiwo primary school | 1 | 270*20%=54 |
| **TOTAL** | **3** | **180** |

**Appendix V: Letter of introduction**.

Chepkemoi Sige
University of Nairobi
P.O. Box 30197
Nairobi

Date_____

The Sub-County Education Officer
Kuresoi Sub-County
P.O. Box 5
Keringet

Dear Sir/Madam

**RE: A STUDY OF FACTORS AFFECTING ACCESS AND PARTICIPATION OF PUPILS IN PRIMARY SCHOOLS IN MAU CATCHMENT AREAS IN KURESOI SUB-COUNTY, NAKURU COUNTY**

I am a post graduate student at the University of Nairobi in the Department of Educational Foundations (Sociology of Education).

I am currently conducting research on the above captioned subject. It is a partial fulfillment for the degree of Masters of Education.

Attached questionnaire will be used to collect data from teachers and pupils. The information sought will be on how effect of displacement on access and participation of pupils in primary schools in Mau catchment area with a view to making recommendations and suggestions to stake holders.

All information will be treated with utmost confidentiality

Yours faithfully

CHEPKEMOI SIGE

## APPENDIX VI: RESEARCH AUTHORIZATION CERTIFICATE

*MISS. CATHERINE CHEPKEMOI SIGE*
of UNIVERSITY OF NAIROBI, 1965-20100
nakuru,has been permitted to conduct
research in *Nakuru County*

on the topic: *EFFECTS OF DISPLACEMENT OF FAMILIES FROM MAU CATCHMENT AREA ON PUPILS ACCESS AND PARTICIPATION IN PRIMARY SCHOOLS OF KURESOI SUB-COUNTY, NAKURU COUNTY, KENYA*

for the period ending:
*31st August,2015*

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

Date Of Issue : 30th June,2015
Fee Recieved :Ksh. 1000

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