FACTORS INFLUENCING PUPILS' PARTICIPATION IN PRIMARY EDUCATION AFTER 2007/2008 POST ELECTION VIOLENCE IN KENYA: - THE CASE OF MAAI-MAHIU SETTLEMENT SCHEME.

By

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DECLARATION

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

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DEDICATION

This project is dedicated to the Almighty God, who gave me the physical and mental strength to undertake and accomplish it within the stipulated time,

To my dear daughter Sally Mwende and my nephew Ronaldo Mbithi, May this work inspire and encourage you to achieve the highest level of education. To my mother Priscilla Muthoki who has been praying for me during the course of my study.
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ABSTRACT

Kenya has made progress in providing free primary education to all the children as from January 2003. However, the provision of education after an emergency is not well addressed especially in areas where internally displaced persons (IDPs) settle and in particular, Maai- Mahiu internally displaced persons settlement scheme. The purpose of this study was to examine the factors influencing pupils’ participation in primary education after 2007/2008 post election violence in particular Maai-Mahiu internally displaced persons’ settlement schemes Naivasha District, Nakuru County, Kenya.

To achieve this, research objectives of the study were formulated which sought to establish if teaching and learning resources, school facilities, psychosocial factors and distance to school influence pupils participation in primary education. The study adopted the descriptive survey design as well as purposive sampling design. The respondents included three (3) head teachers, twenty four (24) teachers and two hundred and twelve (212) pupils and used questionnaires and interview schedules for data collection.

The data was analyzed qualitatively and quantitatively using descriptive statistics methods. The frequencies, and percentages were used to analyze the data and the analyzed data was presented in tables. The study findings established that post-election violence of 2007/2008 affected the teaching and learning resources, school facilities as the influxes of the affected children were 87 percent compared to 13 percent of the children who were not affected by the post – election violence. These children suffered psychosocial factors since they witnessed the violence and that is how they got displaced. The distance to school also resulted to low pupil participation in primary education which was confirmed by the head teacher in the public primary school which is 5 km from the settlement scheme that the lower classes had one stream as compared to the upper classes that had double or triple streams.

The study established that there are no public primary schools within the settlement scheme. The findings revealed that 87 percent of the pupils were affected by the post-election violence. This meant that 87 percent are the influxes who joined the public primary school and had put a lot of pressure on the teaching and learning resources, school facilities, have caused psychosocial issues on children, who have to walk long distances to the nearest public primary school while the school was adequate for only 13% of the pupils who were not affected by the post-election violence.
The study concluded that, there were no public primary school within the settlement scheme and as such education is not free and compulsory as it should be. There are still direct and in-direct charges which are still being charged making it difficult for the internally displaced person’s children not access education.

The study recommended that the government should open a public primary school within the settlement scheme, expand the existing school by constructing more classrooms, toilets and also increase the number of teachers as it was found that the school with a pupil population of 929 had only 17 teachers which meant that the teachers are overwhelmed by work and also education was being compromised. This led to lack of motivation to both the teachers and the pupils and also low teaching morale and the resultant was low pupil participation in primary education.

The study suggested that a similar study should be carried out in other counties where internally displaced persons have settled to get the picture of the situation in the whole country. A further research should also be carried out to establish the factors influencing pupil’s participation in secondary and tertiary education in Maai- Mahiu settlement scheme for purposes of generalization and comparisons.
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ABBREVIATIONS AND ACRONYMS

DEO       District Education Officer
DC        District Commissioner
EFA       Education for All
EiE       Education in Emergency
HIV/AIDS  Human Immunodeficiency Virus/ Acquired Deficiency Syndrome
IDPs      Internally Displaced Persons
INEE      Inter- Agency Network for Education in Emergency
MDGs      Millennium Development Goals
KHRC      Kenya Human Rights Commission
MOE       Ministry of Education
MSEE      Minimum Standards for Education in Emergency
PEV       Post-Election Violence
UNESCO    United Nations Scientific and Cultural Organization
UNHCR     United Nations High Commission for Refugees
UNICEF    United Nations Children’s Fund
USAID     United States Agency for International Development
CHAPTER ONE

INTRODUCTION

1.1 Background of the Study


Education in emergencies is the provision of quality education opportunities that meet the physical protection, psychosocial development and cognitive needs of people affected by emergencies, which can be both life sustaining and lifesaving. It restores an element of hope among the affected populations. Education in emergency also helps to heal the pain of bad experiences, build skills and support conflict resolution and peace building. (United Nations Scientific and Cultural Organization, 2010) While education is a right for all, it is important to recognize that individuals do not forfeit their right to education even during emergency and that education cannot remain “outside” the mainstream humanitarian debate, but
must be seen as a priority humanitarian response and a broad-based desire and commitment to ensure a minimum level of quality, access and accountability for education in situations of crisis (INEE 2004)

Internal displacement of persons is caused by violent struggles between groups vying for access to natural resources, land and political representation, armed conflicts, civil strife, natural disasters, inter-communal violence, power, and armed criminal groups among others (NRC, 2011). Conflicts affect education in many ways and it results in the deaths or displacements of teachers, staff and students. War and conflict also often destroys and damages schools and educational infrastructure (Buckland, 2005).

Education has been affected in at least thirty one countries in Africa, Asia, Europe and Latin America over the past three years. According to UNESCO (2007) some of the worst affected countries are Afghanistan, Colombia, Iraq, Nepal, Palestine, Thailand and Zimbabwe. One of the most afflicted countries is Afghanistan which witnessed a dramatic increase in attacks on schools from 242 in 2007 to 670 in 2008, many students and teachers were killed (UNESCO, 2010). According to the World Bank reports, and as a result of the conflict in Bosnia and Herzegovina, 50 percent of its schools required repairs or reconstruction and the level of destruction was even higher in Iraq at 85% (Buckland, 2005).

It is estimated that 50 percent of the people forced to flee their homes as a result of conflict are children and this affects their education (UNICEF, 2009). These children are exposed directly or indirectly to the acts of violence and the impact
includes; depression, anger, distrustful, fearfulness, alienation, bitterness, aggression and learning difficulties which might lead to disruption of education hence, children lacking behind in class. These internally displaced persons children should be provided with safe and secure learning spaces where they can share experiences with their peers and get psychological first aid (Kirk, 2008)

According to Save the Children (2009), education can minimize disruption to children’s ongoing emotional and social development by giving them a secure environment in which to interact with their peers and adults, an environment in which children can be children, provided with psychological support and a sense of normality in an otherwise chaotic world. Security concerns are usually considerable and in line with the convention on the rights of the child, the government should assist in organizing schools for the internally displaced persons if the children are out of school (UNESCO, 2010)

In Africa, education has been mostly affected in Zimbabwe, Mozambique, Nigeria, Sierra Leone, Democratic Republic of Congo, Somalia, Sudan, Kenya and Burundi just to mention a few. During Burundi turmoil of 1990’s, access to education suffered greatest set back in that it resulted to destruction of educational infrastructure worth of millions of shillings, displacement of pupils, parents and teachers to an extent that there was inadequate educational infrastructure, serious understaffing and low enrolment during and after the crisis (Obura, 2008).

In Kenya, during the 2007/2008 post-election violence, over 90 schools were burnt throughout the country, enrolment rates dropped drastically, teachers fled
from areas of contention and approximately 301,000 displaced people moved into 296 camps. Internally displaced persons (IDPs) families have suffered forced displacement and sometimes traumatic circumstances. Usually there are fewer resources for the internally displaced person’s education since the people have lost all their sources of livelihood (United Nations Children’s Fund, 2009).

The influxes in Maai-Mahiu settlement scheme of internally displaced person’s children has put extra burden on local schools since enrolment increased substantially, all the school facilities are inadequate for example, classrooms, desks, toilets, and even the playing grounds. Additional schools or construction of extra classrooms are required to accommodate the extra children, more teachers as well as extra teaching and learning materials are also required and this will enable the government to achieve the education for all and the millennium development goals by 2015. The schools are also far from the internally displaced persons camps and this has interfered with pupils’ participation to primary education. Education is both a human right and an enabling right and also provides skills that people need to reach their full potential and to exercise their other rights such as the right to life and health, Sommers (2006).

In Maai-Mahiu internally displaced person’s settlement scheme where this study was based, there are ten villages in the settlement area. They consisted of 674 families and a total of 3665 people. These people came from different internally displaced persons (IDP) Camps in the Rift Valley for example; there are those who came from Narok North, Narok South, Kiambaa in Eldoret. They were
among the first internally displaced persons (IDPs) to accept relocation plan by the government (Information from IDP community leaders)

There are two privately owned schools within the settlement scheme, one is still under construction and admitted up to class (four) 4 in (2013) and pupils have to pay a monthly school fees of Ksh 300 and for IDPs who have lost all their primary source of income, this amount is still prohibitive. Those who manage to go to class five to eight (5- 8) have to walk for five (5) km to the nearby government host school (Maai- Mahiu) primary which can only admit a few students due to lack of learning spaces. The lack of government primary schools or even the extension of the current one to accommodate the influx of the internally displaced persons children whose families have been resettled is the more reason why this study is important to show the need for the government intervention as far as education is concerned (Source, IDP committee leaders)

The study examined the underlying factors influencing pupils’ participation in primary education in Maai- Mahiu internally displaced person’s settlement scheme after 2007/2008 post-election violence in Kenya. It outlined the influence of conflict on education; assessed the teaching and learning resources in relation to pupils’ participation to primary education in Maai- Mahiu settlement scheme in particular. The study also analyzed the impact of psychosocial factors and how the distance from school influences pupils’ participation in primary education in Maai- Mahiu settlement scheme.
1.2 Statement of the Problem.
The study has established that no new public primary school has been established or extension of the existing structures to accommodate the influxes in Maai-Mahiu settlement scheme after the 2007/2008 post-election violence. Since education is a right to all children, it is against this background that the study sought to establish the factors that influenced pupil’s participation to primary education in Maai – Mahiu settlement scheme.

1.3 Purpose of the Study
The purpose of the study was to investigate the factors influencing pupils’ participation to primary education in Maai- Mahiu internally displaced person’s settlement scheme after the 2007/2008 post-election violence in Kenya.

1.4 Research objectives
The study was guided by the following objectives;

i. To establish how availability of teaching and learning resources influences pupils’ participation in primary education in Maai- Mahiu settlement scheme.

ii. to determine how school facilities influence pupils’ participation in primary education in Maai- Mahiu settlement scheme

iii. to establish how psychosocial factors affects pupils’ participation in primary education in Maai- Mahiu settlement schemes.

iv. to determine how the distance from home to school affects pupils’ participation in primary education in Maai- Mahiu settlement scheme.
1.5 Research questions

i. How does availability teaching and learning resources influence pupils’ participation in primary education at Maai- Mahiu settlement scheme?

ii. How do the school facilities influence pupils’ participation in primary education in Maai- Mahiu settlement scheme?

iii. To what extent do psychosocial factors influence pupils’ participation in primary education at Maai- Mahiu settlement scheme?

iv. To what extent does the distance to school influence pupils’ participation in primary education at Maai- Mahiu settlement scheme?

1.6 Significance of the Study

The findings from this study may be instrumental in provision of information to the Ministry of Education, Education planners and policy makers on the factors that need to be urgently addressed to enable pupils’ participation in primary education Maai- Mahiu settlement scheme.

The study may be used by Kenya Institute of Curriculum Development (KICD) to include matters pertaining to education in emergency in the curriculum for teacher training so as to know how to deal with pupils who have been affected by conflict / disaster or displacement due to either natural or man-made disasters.

The study might also enlighten the community leaders in participating and providing education to their children by having the provision for education in their agenda as the government plans to resettle them.
1.7 Limitations of the Study
The researcher faced challenges of uncooperative respondents who thought the study was of no benefit to them. However, they were informed of the importance of the study for their children and their future.

The respondents were biased in answering the questions but to mitigate this bias the researcher assured the respondents of the confidentiality of their identities so as to increase the accuracy of the findings.

1.8 Delimitations of the Study
The study was carried out in Maai- Mahiu settlement scheme in Naivasha District, Nakuru County. It focused on pupil’s access to primary education in Maai- Mahiu settlement scheme. The respondents will be the head teachers, teachers and the pupils in three primary schools which are within and around the scheme.

1.9 Basic Assumptions
The basic assumptions of the study were that the respondents were co-operative,

They gave honest and truthful responses that answered the research questions,

The respondents possess the knowledge of the subject under investigations

1.10 Definitions of Significant terms
**Education in emergency** refers to the provision of quality education opportunities that meet the physical, protection, psychosocial development and cognitive needs of the people affected by emergencies which can be both life sustaining and lifesaving.

**Emergency** refers to a disaster and a disaster is a serious disruption of the functioning of a society, causing widespread human, material or environmental
losses which exceed the ability of affected society to cope using its own resources.

A contextual factor refers to safety of the children, calm and peaceful situations with no violence, and also children who are not traumatized and can learn and interact with others freely.

Government policies refer to a set out rules which should be put in place to support the right of education to all the children, and help the country to achieve EFA, MDGs and Vision 2030.

Internally Displaced Persons refer to people who flee their homes in fear, but do not cross over their country’s international borders. They come under United Nations High Commission for Refugees’ protection after the invitation by the government of their own country.

Life skills focus on behavior change, it seeks to help learners acquire knowledge and develop attitudes and skills which support the adoption of constructive positive behavior. This includes active listening, understanding emotions, cooperation, and problem solving prejudice reduction, negation and mediation.

New settlement refers to an area where internally displaced persons are settled as a result of a dispute.

Post-election violence refers to the crises suffered as a result of an election dispute in Kenya.

Pupil participation refers to access of education for the primary school children in Maai – Mahiu settlement scheme.

Socio-economic factors refer to factors used to compare social life and economic activity including such aspects as education, income, family and social support and employment.

School facilities refer to classrooms, school playing ground, toilets, and desks.
**Teaching and learning resources** refers to text and exercise books, reference books, blackboards, chalk, dusters, pens, pencils.

**1.11 Organization of the rest of the Study**

This study was organized into five chapters. Chapter one consists of the background of the study, statement of the problem, purpose of the study, objectives of the study, the research questions, significance of the study, limitations of the study, Delimitations of the study, Basic Assumptions, Definitions of significant terms, and the Organization of the study.

Chapter two deals with Literature review which includes the influence of conflict on education, teaching and learning resources in relation to pupils’ participation in primary education, school facilities and pupils’ participation in primary education, psychosocial factors and pupils’ participation in primary education, distance to school and pupils’ participation in primary education and summary of literature review. The theories were examined and gaps in the literature review were identified. The chapter also contains a conceptual framework.

Chapter three discusses the study methodology which includes, study design, target population, sample size and sampling procedures, research instruments, instrument validity, instrument reliability, data collection procedures and data analysis techniques. Chapter four dealt with research findings, data presentation, interpretations and discussions. Finally, chapter five deals with the Summary of the key findings, conclusions and recommendations from the research findings and for further research.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction
This chapter deals with review of related literature for the study and covers the following sections, influence of conflict on education, influence of teaching and learning resources, school facilities, psychosocial factors and distance to school as some of the factors that influence pupils’ participation in primary education. It also covers theoretical framework, summary of the literature review and finally the conceptual framework which showed the relationship between the variables of the study.

2.2 Influence of conflict on Education
It is estimated that 40 percent of the out of school children live in war torn countries such as Haiti, Iraq, Lebanon, Timor and some other war torn countries in Africa. According to UNESCO (2011), war related causes accounts for 42 percent of primary school children out of school worldwide. In Pakistan, 356 schools were destroyed or damaged, in India, nearly 300 schools where reportedly blown up between 2006 and 2009. In Thailand, over 164 schools were attacked between 2006 and 2008, in Georgia, 127 education institutions were destroyed or damaged in 2008, and in Gaza, more than 300 kindergarten, schools and university buildings were damaged in 2008 (UNESCO, 2010). Other world countries that have experienced massive attacks on education includes, Brazil, Argentina, Chad, Georgia, and Guatemala. An estimated 230 kinder gardens,
vocational, education Centre’s, schools were reportedly destroyed or damaged and also Haiti, Honduras, India and Indonesia (UNESCO, 2007)

In developing countries, attacks of schools has greater impact because they have fewer resources to counteract the attacks or for recovery and less capacity, so a whole generation of children can lose the opportunity for education and loss of schooling can drive pupils down an alternative path, for example, out of school children are a target for recruitment and use in combat or forced labour by armed groups, security forces and criminal gangs (UNESCO, 2010).

Africa as a continent has registered the highest number of armed conflicts ranging from Military coups, post election violence, civil strife, land clashes, and natural disasters. Post-Election Violence in Africa has been experienced in Sierra Leone, Nigeria DRC, Uganda, Southern Sudan, Somalia, Kenya just to mention a few. This has affected education in many ways and it resulted in death or displacement of teachers, staff and students. For example, more than 2/3 of teachers in primary and secondary schools were killed or displaced as a result of the Rwandan genocide. (Buckland 2005) In Mozambique, 58% of primary schools were closed or damaged as a result of its long civil war. And in Somalia the state collapsed coupled with targeted attacks on educational infrastructure grounded the country’s educational system to a halt (Bruck 1997).

Due to conflict and displacement, children’s education is disrupted and this results to children lacking behind in their education as well as having backlog. To solve this problem, the following strategies were put in place, in Afghanistan, the
government combined grade one to three which was completed in 13 months, this was to target overage children mostly ages 10 to 14 years. They also started a home-based or community based schooling to ensure access to education to all children. In Sierra Leone, the government introduced complimentary rapid education for schools to provide a compressed education of three (3) years instead of six (6) years for older children who are unable to access education or whose education was disrupted as a result of the war, they also introduced catch- up, bridging, and accelerated learning programmes. In South Sudan, the government reduced the learning period from eight to four years in-order to reach out to the child soldiers and drop out children of between 12 and 18 years. In Uganda, they condensed seven (7) years to three (3) years to target out of school children of between 9 and 15 years (NRC, 2010).

According to Irene (2011), war torn countries in Middle East might not achieve Education for All and Millennium Development Goals by 2015 as anticipated. To achieve this, the Timor- Leste government removed school fees and uniforms, provided meals through school feeding programme and in Sierra Leone, the government introduced free primary education and this led to doubling of primary school enrolment from 660,000 to 1.3 Million children within three (3) years. (Kirk, 2004), in Cambodia, the government abolished school registration fees and introduced primary school block grants. In Afghanistan, the government used clustering whereby they combined several home-based schools that were in proximity to create one new government school. Other examples of education efforts that specifically address conflict related issues includes catch-up or
accelerated learning programs which serve young people who have been unable to go to school due to their displacement or recruitment by armed forces (UNESCO, 2010).

In Kenya, conflict has affected many schools all over the country, at the coast in Tana River, Kilifi, also in Mt. Elgon during the land clashes and in 2007/2008 post-election violence where over 90 schools were destroyed. Some students and teachers were killed while others fled the area. Many students were affected and learning came to a halt and this caused the internally displaced persons who finally settled at Maai- Mahiu settlement scheme and the resultant was a lot of pressure on the existing structures and on teaching and learning resources where this study is based (UNICEF, 2011).

2.3 Teaching and learning resources in relation to pupils’ participation in primary education

Due to influxes of internally displaced persons children, specifically in Maai – Mahiu settlement scheme, there is pressure on the teaching and learning materials, there are no enough text and exercise books, and this also affects teachers and non-teaching staff (UNESCO, 2011). It is evident that even if education is free and available, it will remain inaccessible to the lowest income group such as the internally displaced persons due to the additional hidden costs of schooling, poverty in particular has far reaching implications for education, and according to UNICEF (2011), poor households are unable to access basic services like food, education and health. Indeed, their ability to support and invest in their children’s education is very limited (Bird, 2003).
The Kenyan Constitution (2010) requires that education should be free and compulsory at the primary level, it is only so in principle but not in practice. Some schools levy fees for teachers’ salaries, school upkeep, purchase of textbooks and school supplies, this has affected those children from poor families and especially those who have been faced by any crisis whose immediate priority will be to provide the children with the basic need (Penson, 2009).

The government should come out strongly with policies on inclusion, gender, fees guidelines including books and school uniforms. The government is also responsible for formulating policies, implementing programs, preparing the curriculum, establishing learning institutions, providing teaching staff and managing education in general (MOE, 2010). This is the more reason for this study so as to highlight the need for the government to provide education to the internally displaced person’s settlement scheme, specifically in Maai-Mahiu settlement scheme. The government should also focus in providing education during and after an emergency by including the subject in the teacher training program me. This will enhance teacher’s ability in dealing with children from conflict related areas.

Countries affected by armed conflicts and displacements cause demographic shifts that have serious ramifications for societies as a whole and for education systems specifically.

2.4 School facilities and pupils’ participation in primary education

In a new settlement scheme, for example Maai- Mahiu, there is need for the government intervention to provide education to all children, as every child has a
right to free and compulsory education. Since the government is the key policy maker and provider of formal and basic education it needs to demonstrate its administrative and managerial capacity to expand and improve its formal basic education after an emergency (MOE, 2006).

In an internally displaced person’s scheme, there are major challenges in setting up a new school. These challenges include acquisition of land for the school compound and the construction of the buildings. A set up of a new school requires full participation of the community who will mobilize resources and provide cheap labour. Education facilities promote the safety and well-being of learner’s, teachers and other education personnel and are linked to health, nutrition, psychosocial and protection services (Sommers, 2004).

The school learning environment is an important aspect of education that determines the performance of pupils’ as well as willingness to stay at school. The learning environment should be secure and safe, should promote the protection and the psychosocial well-being of learners, teachers and other education personnel. It should provide coping skills to the teachers and also teach landmine awareness and protection. The teachers should understand that the pupils both the old and new ones need a lot of attention in order to cope with the situation they find themselves in (INEE, 2007). This leads to the psychosocial factors that influence pupil’s participation in primary education specifically in Maai- Mahiu settlement scheme.
War and displacement have clearly dire consequences for education, for examples, schools will require repairs, reconstruction following acute conflict. Graca Machel said that the destruction of educational infrastructure represents one of the greatest development setbacks for countries affected by conflict. In Afghanistan, there were no enough government school buildings and class rooms so children attended school in shifts system for approximately 21/2 hours a day over 6 to 9 months of the year, the government also held back to school campaigns (UNESCO, 2010)

2.5 Psychosocial factors and pupil participation in primary education.

Post-election violence has devastating effects on both adults and children. The acts of violence includes, shooting, stabbing, and burning of houses, schools, food stores and business buildings. The impact on children will include depression, anger, distrustfulness, fearfulness, alienation, bitterness, aggression and learning difficulties (Jean, 2006). When children are faced with the above, psychological first aid should be provided and schools can be an entry point for encouraging conflict resolutions, tolerance, and respect for human rights.

Safety and security of every child is paramount, many internally displaced families go through traumatic experiences because they have suffered forced displacement and have even witnessed violence, sometimes the parents are keen to admit their children back to school but some are too traumatized to let them go as fear and insecurity keep children out of school(UNICEF, 2004).The internally displaced person’s children may not be welcomed by the local population and hence fear of violence will make the children be withdrawn. They also have to
deal with the trauma of being violently uprooted from comfortable and familiar environments to live under deplorable conditions where their existence is dependent on relief efforts (Kirk, 2008).

When children are traumatized, they become withdrawn, they are afraid of interacting with others, have no trust of other people, they are stigmatized, some feel no forgiveness and they even dislike attending school. In countries with multiple languages, internally displaced persons children and youth may be unable to integrate into local schools if they do not know the language and this can traumatize the children. Since all children have a right to learn, they are entitled to an effective learning environment with multiple spaces (Bird, 2003). This is why the government should build capacity of teachers so as to be able to deal with traumatized and withdrawn children so that learning can take place.

The reasons for education in emergency include the psychosocial needs of children and adolescents affected by trauma and displacement, the need to protect them from harm, and need to maintain and develop study skills and disseminate key messages such as how to avoid HIV/AIDS, landmine awareness, environmental education and education for peace and citizenship. All these are aspects of the rights of the child (Sinclair, 2005)

2.6 Distance to school and pupils participation in primary education

According to a UNICEF study (1999), the proximity and access to primary education is a pre-determining factor to enrolment and retention. In a Global survey on education in emergency (2004) shows that schools are frequently lacking in internally displaced persons settlement schemes and local schools may
lack the capacity to integrate influxes of displaced children leading to overcrowding. With the new population of pupils from the internally displaced persons settlement schemes, the schools around may face challenges in absolving the children due to lack of enough school facilities. So there is need for a public school within the internally displaced persons’ settlement scheme since as pointed out elsewhere in this study, education is a human right irrespective of where the children are (MSEE, 2004).

The Kenyan constitution chapter four is clear on the rights of children and states that the child’s best interests are of paramount importance in every matter concerning the child. The Government has the responsibility to provide education to these children in the Internally Displaced Persons settlement scheme (UNESCO, 2007).

2.7 Summary of literature review
Post-election violence worldwide has adversely affected pupil’s participation in primary education. The barriers that prevent pupil’s participation in the affected areas were cited as lack of educational opportunities due to inadequate teaching and learning resources, lack of enough school facilities, lack of psychosocial support as well as distance from home to school. Studies done by Penson, 2009 - Kirk, 2004 - UNESCO, 2010 and UNICEF, 2011 do agree that lack of teaching and learning resources affects pupil’s participation in primary schools in internally displaced persons settlement scheme. Lack of enough school facilities has been identified in the studies of Sommers, 2004-UNESCO, 2011 and Kirk, 2008 as contributing to low pupil participation in education.
Studies done by UNICEF in 1999 and 2004 indicates that the proximity and access to primary education is a pre-determining factor to enrolment and retention, while studies by Jean, 2006 – Bird, 2003 – UNICEF, 2004 agree that also psychosocial factors affects pupil’s participation in education after a conflict or crisis.

The Kenyan government should embrace the measures taken by other countries so as to provide education even to those affected by emergencies particularly in the Maai-Mahiu settlement scheme as the factors have clearly been identified which affects pupil’s participation in education in internally displaced persons settlement scheme. The government should establish a public primary school within the settlement scheme and also introduce alternative learning programmes which will take into consideration the period lost due to displacement.

Finally, the importance of increasing pupils’ participation to primary education cannot be over emphasized. To an individual, it increases chances of getting paid employment, promotion and personal status. To the nation, education increases and promotes productivity, national cohesion, environmental conservation, health living, good governance and democratic participation in socio-political issues in the society as well as reduction of crime, all of which are pre-requisite and co-requisite for individual and national development. Thus access to education is paramount to achieving the Millennium Development Goals and the Education For All Goals (MSEE, 2004).
However, the pursuit of achieving 100 percent access to education (Universal Education) has been an elusive endeavor worldwide with most of the developing countries registering low access to education (NRC, 2002). According to Jean Bourdon (2006), the greatest challenge facing sub-Saharan Africa as a whole is full access (enrolment and completion rate) as stipulated by the millennium develop goals and education for all goals. A number of factors are responsible for low pupil participation to primary education in sub-Saharan Africa namely, retrogressive, culture, poverty and insecurity including post-election violence among others (Ogoda, 2007).

In Kenya, and in Maai-Mahiu settlement scheme in particular, there is need for a new public primary school within the settlement scheme where the internally displaced persons children can access free and compulsory education with adequate teaching and learning resources, with enough facilities which can accommodate the influxes of the displaced children. This will help the government in achieving the millennium development goals and education for all.

2.8 Theoretical Framework

The study was based on social learning/social cognitive theory where change is determined by interactions between environmental, personal attitudes, values and behavioral (life skills) elements. The cognitive factors includes knowledge, expectations and attitudes, while environmental factors includes social norms, access in community, influence on others and ability to change own environment. The behavioral factors includes skills, practice and self efficacy, all these are determinants of human behavior (from class notes).
This theory is also grounded in human rights framework and guided by Rights Based Approach. The approach necessitates an explicit affirmation that all children are entitled to their education rights without discrimination and have a right to participate indecisions on problems affecting them. It also argues that education is a basic human right and that women’s education translates to better health, hygiene, economy, better education and more awareness in family planning (INEE 2007). This theory supports the study because it involves cognitive factors as well as the environmental factors which cover all issues of learning. The theory will support pupils participation in primary education including in emergency situations.

### 2.9 Conceptual Framework

Conceptual framework is the result of what a researcher conceptualizes as the relationship between variables in the study and shows the relationship graphically or diagrammatically (Mugenda & Mugenda, 2003)

**Figure 1** The relationship between post-election violence and learner participation in primary school education.

![Conceptual Framework Diagram]

- **Teaching and learning resources**: Text books, reference books, exercise books
- **School facilities**: Desks, classrooms, Toilets
- **Psychosocial factors**: Trauma, Fear
- **Distance to school**: Poverty, school fees
- **Pupil participation in primary education**
- **Increased pupil participation in primary education**
- **Increased retention.**
- **High transition to secondary education.**
According to Kisilu (2009), conceptual framework helps in the formulation of the research design and providing a reference points for discussion of literature, methodology and data analysis. It thus assists the researcher to organize his/her thinking and complete an investigation successfully by providing the linkages between the various concepts in the study.

Independent variables are those variables which are systematically varied by the researcher. On the other hand, dependent variables are those variables whose values are presumed to depend on the factors on the independent variables (Mugenda, 2008)

Finally, the independent variables directly limit or enhance access to primary education in internally displaced persons settlement scheme. For example, teaching and learning resources (text books, reference books, maps, chalk, dusters, exercise books, pens) The school facilities (class rooms, desks, playground, toilets) The psychosocial factors (trauma, fear) as well as the distance to school influences pupils’ participation in primary education. The resultant would increase pupils’ participation in primary education, increased retention, high transition to secondary education and cohesion.
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction
This chapter deals with research methodology that was used in the study. It described the research design, target population, sample size and sampling procedures, research instruments, instrument validity and reliability, data collection procedures and data analysis techniques.

3.2 Study Design
The study design adopted for this study was descriptive survey research. The descriptive survey design was considered the most reliable in collecting information about aspects of education (Orodho, 2008) because it captured varied views and opinions held by differed people. Data was gathered from the head teachers, teachers and pupils.

Descriptive survey design enabled the researcher to gather qualitative and quantitative data exhaustively and efficiently by exploring the present existing conditions, attitude’s, opinions held and trends for developing interpretation of factors influencing pupils’ participation in primary education in Maai- Mahiu IDP settlement scheme.
3.3 Target Population
The researcher established that there are two privately owned primary schools within the settlement scheme although one was still under construction and one public school five kilometers from the settlement scheme, and the three schools were used for the purpose of this research. Target population involved three (3) head teachers, twenty four (24) teachers and two hundred and twelve (212) pupils. Head teacher from each school, all the teachers from both private and public primary school, all the pupils in standard seven and eight in the public primary school participated in the study. The total numbers of the respondents were two hundred thirty nine (239) (District Education Office returns. Naivasha)

3.4 Sample Size and Sampling Procedures
The researcher used all the three (3) head teachers, twenty four (24) teachers and two hundred and twelve (212) pupils in classes seven and eight in Maai- Mahiu public primary school. The researcher used purposive sampling were all pupils in classes seven and eight were respondents and this helped to get the pupils who can understand and fill in the questionnaires without any problems. The selected population was given the questionnaires to fill. The researcher used stratified sampling to select the head teachers for the interview; interview schedule had both open and closed ended questions (DEO returns Naivasha)
3.5 Research Instruments

The study used questionnaire, and interview schedules as the main research instruments. According to Orodho (2008), a questionnaire and interview schedules have the ability to collect large amount of information in a reasonable quick space of time as well as ensuring enormity and standardization of the questions. The questionnaires were administered to the teachers and the pupils.

The interview schedules were used to solicit information from the head teachers. This enabled the researcher to have a one on one discussion with the head teachers. The in-depth interviews encouraged and helped in capturing of respondents perceptions in their own words, a very desirable strategy in qualitative data collection. Interviews with the three head teachers enabled the researcher to understand the situation from the subject point of view, to unfold the problems of pupil’s participation in education in Maai-Mahiu settlement scheme and the possible interventions and responses required to address these issues.

3.5.1 Instrument validity

The study tested the content validity of the questionnaires. Content validity refers to the degree to which the questionnaires content measures what it is supposed to measure. To enhance content validity, questionnaires were subjected to the scrutiny of competent experts (Supervisors) to access the relevance of the content used.
The researcher did a test re-test to the questionnaires in a pilot study and this enabled to improve validity and reliability of instruments and ensured that all unclear terms and weak questions were detected and corrected before the final data collection (Orodho 2008).

Then the researcher made the first and second visits to the selected schools and administered the questionnaires to the pupils and the teachers, and had a one on one discussion with the head teachers.

3.5.2 Instrument Reliability

Reliability testing focuses on determining the degree to which the research instruments give similar results over repeated trials (Orodho, 2008). A test-retest method was used to determine reliability of the instruments. The responses from the two tests was similar so the instruments were presumed to be of low reliability (Orodho, 2008). In determining reliability using tests-retest method, the following was undertaken:

Questionnaires were given to a few individual subjects on the first visit but not the real ones that were to be included in the actual study. The answered questionnaires were scored manually then the same questionnaires were administered to the same group after a period of two weeks the responses again were scored manually then a comparison between the answers determined.

The Pearson Product Moment correlation was computed for all the questionnaires to determine the scores on the two visits correlated and a Correlations coefficient of 0.7 was considered appropriate.
The formula for determining r is given below

\[ R = \sqrt{\frac{N \sum xy - (\sum y)}{\left(\sqrt{N \sum x^2 - (\sum x)^2}\right) \left(\sqrt{N \sum y^2 - (\sum y)^2}\right)}} \]

Where;
- \( x \) - Is the score on test 1 – pilot study
- \( y \) - Is the score on test 2 - actual study
- \( r \) – Reliability
- \( \sum \) - Some of the values
- \( \sum XY \) – Some of the gross products of the values of each variable
- \( (\sum x)(\sum y) \) – Products of the sum of \( x \) and \( y \)

### 3.6 Data collection procedures.

The researcher applied for research permit from the National Council of Science and Technology (NCST). Then visited the District Commissioner’s office (DC) Naivasha District who gave the researcher a letter of introduction and authority to visit the selected schools and conduct a research on the factors influencing pupils’ participation in primary education in Maai- Mahiu Internally Displaced Persons Settlement Scheme. The researcher then visited the District Education Officer (DEO) and shared information and the concerns on how to provide education to the internally displaced people’s children in the settlement scheme. The researcher met with the head teachers in person and explained the need for the study, and arranged on how the questionnaires were presented to the teachers and the pupils.

At this point, the researcher agreed with the head teacher of Maai- Mahiu public primary school that, the school was in a better position to answer the questions.
and that’s why only pupils of standard seven and eight in the public primary was used in the study. There was need for a mutual understanding between the researcher, the head teachers and other teachers. This made it easier for the researcher to administer the questionnaires in person and took the headmasters through the interview schedule. This was important for the researcher to interact directly with the respondents, to actually be on the ground to assess the situation of these people who have been faced with challenges of this nature.

3.7 Data Analysis Techniques
The researcher collected the questionnaires and interview schedules and ascertained the completeness. The complete and accurate instruments were analyzed qualitatively and quantitatively using descriptive statistics methods. Calculation of percentages and mean was used to analyze the data. Qualitative data was analyzed as per study objectives, using content analysis based on analysis of themes emanating from respondents information and comparing responses to document data.
CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND PRESENTATION

4.1 Introduction

This chapter presents data analysis, interpretation, presentation and findings of the study. It provides general information on factors influencing pupil’s participation in primary education after 2007/2008 post-election violence in Kenya, a case study of Maai- Mahiu settlement scheme. The chapter starts with the analysis of the questionnaire return rate and then presents the analysis of the demographic information of the respondents. Tables, frequencies and percentages have been used to present the summary of the study findings.

4.2 Questionnaire Return Rate

Questionnaire return rate is the proportion of the questionnaire returned after they have been administered to the respondents. Of the 239 questionnaires administered the same number were returned making a questionnaire return rate to be 100 percent.

<table>
<thead>
<tr>
<th>Category of Respondents</th>
<th>Sample Returned</th>
<th>% Return</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teachers</td>
<td>3</td>
<td>100</td>
</tr>
<tr>
<td>Teachers</td>
<td>24</td>
<td>100</td>
</tr>
<tr>
<td>Pupils</td>
<td>212</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>239</td>
<td>100</td>
</tr>
</tbody>
</table>
According to Table 4.1 all the sampled Head teachers returned dully filed making 100 percent return rate. Also, 24 teachers returned dully filled questionnaires making a questionnaire return rate of 100 percent whereas 212 pupils dully filled and returned the questionnaires making a return rate of 100 percent. The questionnaire return rate was 100 percent and it was achieved through the cooperation and coordination of the head-teacher of the public primary school, whose interest was to have the issues raised addressed by the government. It is from such studies which will highlight the challenges faced by the public primary school around the settlement scheme as well as the school going pupils who cannot access education due to the hidden costs attached in the internally displaced persons settlement scheme.

4.3 Demographic Information of Respondents.

This section presented the analysis of the demographic information of respondents as revealed from the data collected from head teachers, teachers and pupils in Maai-Mahiu settlement scheme in Naivasha District, Kenya. This section includes the respondent’s gender, age bracket and length of service in teaching. The pupils were also requested to indicate numbers of siblings in their family. This information is summarized in the following tables below.

4.3.1 Gender of Teachers

The study sought to establish from the teachers of the internally displaced persons on their gender. The teachers composed of 58.3 percent males while the female teachers were only 41.7 percent. This implies that there was serious gender
disparities in staffing in both private and public schools within and near the settlement scheme. This information is summarized in Table 4.2

**Table 4.2 Distribution of respondents by gender**

The study sought to establish the gender for both teachers and pupils. The following is their gender respectively.

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Teachers</th>
<th>Pupils/Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Male</td>
<td>14</td>
<td>58.3</td>
</tr>
<tr>
<td>Female</td>
<td>10</td>
<td>41.7</td>
</tr>
<tr>
<td>Totals</td>
<td>24</td>
<td>100.0</td>
</tr>
</tbody>
</table>

This scenario could be contributed by the fact that, the area could be unsafe, so female teachers might not be willing to settle there. The pupils also indicated that 67 percent were boys, while the girls were 33 percent. This means that, there were almost double the numbers of boys compared to the girls. Many factors can contribute to this difference, it might be due to the distance the pupils have to walk to school and also safety and security will be an issue, child labour, poverty where parents prefer to educate the boys while the girls are left to take care of their siblings, or it could be due to fear and trauma.

**4.3.2 Age of Teachers**

The study sought to establish the age bracket of the teachers. The findings are presented in table 4.3
Table 4.3 Ages of Teachers

<table>
<thead>
<tr>
<th>Age bracket</th>
<th>Frequencies</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 30</td>
<td>2</td>
<td>8.3</td>
</tr>
<tr>
<td>30 -35</td>
<td>2</td>
<td>8.3</td>
</tr>
<tr>
<td>36 -40</td>
<td>10</td>
<td>41.7</td>
</tr>
<tr>
<td>41 - 45</td>
<td>8</td>
<td>33.4</td>
</tr>
<tr>
<td>Above 46</td>
<td>2</td>
<td>8.3</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>24</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The findings show that experience of teachers co-related to their age and further indicate that implementation of education programmes for children in the internally displaced persons settlement scheme may be successful if the educational institutions benefit from the teachers skills of planning, co-ordination, organization and control of the programmes/activities to ensure efficiency in the Centre’s. This also indicates that the respondents were mature enough to provide analytical opinions on the factors influencing pupil’s participation in primary education after the 2007/2008 post-election violence.

The study sought from the head teachers about their age during the discussions with the researcher. The responses indicated that the 3 head teachers who participated in the study were aged between 40-45 years of age. The findings indicate that they have gained worthwhile teaching and administrative experience which would enable them to work in the institutions to foster the education of the
pupils through advocacy, policy implementation and provision of conducive learning environment that benefits all children.

4.3.3 Teachers Teaching Experience

The researcher asked the teachers to indicate their teaching experience in years.

The results are as presented on table 4.4

Table 4.4 Teachers Teaching Experience.

<table>
<thead>
<tr>
<th>No. of years</th>
<th>frequency</th>
<th>percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5</td>
<td>2</td>
<td>8.3</td>
</tr>
<tr>
<td>6-10</td>
<td>6</td>
<td>25.0</td>
</tr>
<tr>
<td>Above 10</td>
<td>16</td>
<td>66.7</td>
</tr>
<tr>
<td>Totals</td>
<td>24</td>
<td>100</td>
</tr>
</tbody>
</table>

The findings is an indication that majority of teachers had relevant information having worked for a length of time hence had an experience that can be said to be enough to give clear information and views that ensure that pupils participation in internally displaced settlement scheme is successful. An experience of over 15 years is good enough for a teacher to be able to deal with the emerging issues especially on how to deal with pupils in and from conflict situations. This experience will enable the head teacher on how to maintain the influxes’ on the limited resources and organize effective learning to all the pupils.
4.4 Data Analysis, Interpretations and presentations

This section presents the analysis of the obtained data from the respondent’s questionnaires as well as the interview guide for the research objectives. Before we get to the objectives, the researcher asked the head-teacher from Maai- Mahiu public primary school five kilometers from the internally displaced person’s settlement scheme to indicate the pupil’s enrollment and the information are captured on table 4.5. The researcher also requested the pupils to indicate in their questionnaires if they were affected by the post-election violence and in their new setting if their parents/guardians met their needs. This information is summarized in table 4.5

Table 4.5 Pupils enrolment after the post-election violence

<table>
<thead>
<tr>
<th>Year</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>329</td>
<td>431</td>
<td>677</td>
<td>585</td>
<td>697</td>
</tr>
<tr>
<td>Girls</td>
<td>306</td>
<td>446</td>
<td>664</td>
<td>603</td>
<td>565</td>
</tr>
<tr>
<td>Totals</td>
<td>635</td>
<td>877</td>
<td>1341</td>
<td>1188</td>
<td>1262</td>
</tr>
</tbody>
</table>

The above table shows that from 2008 there was a significant increase in enrolment, a total of 242 pupils joined the school and in the year 2009, there was a sharp increase. A total of 464 joined the school. This could have been attributed by the fact that the internally displaced persons had settled in the scheme and their children joined the public primary school which was nearby.
The reason for the sharp increase in numbers of pupils was attributed to the settlement of the internally displaced persons after the post-election violence of 2007/2008. It should be noted that even with the sharp increase, not all the pupils could participate in primary education due to the factors discussed elsewhere in this study.

Finally, due to the unplanned influxes, there was inadequate teaching and learning resource, inadequate school facilities, traumatized pupils and pupils walking long distances to access primary education which adversely contributed to low pupil participation in primary education in Maai-Mahiu settlement scheme.

From the findings, when the pupils were asked if they were affected by the post-election violence 87 percent of them indicated that they were affected by the post-election violence while 13 percent were not. This means that only 13 percent of the pupils in the study were the initial pupils in the school while 87 percent had joined the school after the post-election violence. This indicates that the school had a capacity of only the 13 percent who were adequately comfortable with the teaching and learning materials, desks, toilets, classes, and even the teaching and non-teaching staff. With such a difference, there is a lot of pressure on the limited resources which is only adequate to 13 percent of the total pupil population. This has a lot of implications on access to education in Maai-Mahiu settlement scheme.

When the pupils were asked if their parents/guardians meet their basic needs, 77 percent said no while 23 percent said yes. This could be attributed to the fact that
being internally displaced persons, they had lost all their belongings and also their source of livelihood and the fact that the families have settled in a new place with limited land, This was supported by the head teacher from the public primary school near the settlement scheme who said that most of the parents have moved out to seek for employment while the children are not well provided for. This also means that the pupils scholastic needs are not met making education unaccessful to all children as is the case. This will also mean that poverty levels are high and that education will not be a priority for such parents.

4.5 Teaching and Learning Resources on Pupils Participation to Primary Education

The inadequacy of the teaching and learning resources affects/ influences pupil’s participation in primary education. For example, if the pupils do not have the text books and the teacher has given them home work, they may not do the home work and this may led to absenteeism and finally drop-out. The teaching and learning materials comprises of the text books, reference books (Maps, dictionaries, Atlas, Kamusi, teaching aids and others) chalks, dusters or all that the teacher needs for effective teaching while learning materials will include all that the pupils will need for effective learning which will include exercise books, rulers, pens and pencils. This information is summarized in table 4.6

Table 4.6 Adequacy of teaching and learning materials

The study sought to establish the adequacy of the teaching and learning resources were text books, reference books, chalk, dusters as well as teachers are in the
category of teaching while exercise books, pens and pencils are among the learning resources as is presented in the table below.

<table>
<thead>
<tr>
<th>Pupils</th>
<th>Head teachers</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>percentage</td>
</tr>
<tr>
<td>Text books</td>
<td>3</td>
<td>100</td>
</tr>
<tr>
<td>Reference books</td>
<td>1</td>
<td>33.3</td>
</tr>
<tr>
<td>Chalks/Dusters</td>
<td>1</td>
<td>33.3</td>
</tr>
<tr>
<td>Exercise books</td>
<td>1</td>
<td>33.3</td>
</tr>
<tr>
<td>Teachers</td>
<td>3</td>
<td>100</td>
</tr>
<tr>
<td>Pens/Pencils</td>
<td>1</td>
<td>33.3</td>
</tr>
</tbody>
</table>

When the teachers were asked about the adequacy of the teaching and learning resources, 68 percent of the teachers indicated that the text books were inadequate. This could have been attributed to the influxes from the internally displaced person’s children who were settled by the government in the settlement scheme five (5) km away. This was supported by the head teachers who were asked if they had adequate text books, 100 percent of them indicated that the text books were inadequate as pupils are forced to share. This was attributed to the fact that the parents were no longer subsiding the purchase of teaching and learning resources since the introduction of the free primary education in 2003. The inadequacy of text books is likely to affect the pupils performance as observed by Eshiwani (1987) that most schools which perform poorly spend less money on the purchase of teaching resources.
83 percent of the teachers indicated that the reference books were inadequate. It should be noted that even storage for the reference materials was found to be a challenge because the staffroom was not properly secured. 54 percent of the teachers indicated that the chalks/dusters were inadequate, 50 percent of the teachers indicated that exercise books, pens/pencils were inadequate and this affects pupils participation in primary education in that there are times when the children absent themselves because they do not have writing books or pens and the parents cannot provide.

Inadequacy of teachers in the schools was rated third with a score of 77 percent. It should be noted that the schools near an internally displaced person’s settlement scheme had inadequate teachers leading to serious congestions in classes which should in other cases be divided into extra classes/streams. The pupil’s ratio was seen to be more than 40 which is a nominal class number, for example 1:62 owing to the factor that there was only one public primary school near the settlement scheme which is 5 km away and which had its capacity before the influxes from the post election violence. It should be noted that since the post-election violence took place, no extra teachers have been send to that school or even special consideration to accommodate the influxes.

Lack of adequate exercise books and other instructional materials was considered an important factor. Research shows that textbooks are vital for the performance and participation of all pupils. They are in fact the most important resource in teaching. Despite the implementation of the free primary education, the increasing number of pupils in public schools makes it difficult to provide the necessary
curriculum books and other instructional materials. 50 percent of the pupils said that exercise books were inadequate and this could have contributed to school dropout since the pupils could be afraid to attend class without exercise books.

Eshiwani (1993), and Foller (1995) argue that desks, instructional materials, exercise books and activities are amongst other resources that affect the quality of academic achievements. Gakuru (1992) found out that teaching in classrooms without doors, lockers and windows, teachers experience problems with their teaching aids security, therefore it is evident from the foregoing discussion that resources availability and adequacy of both teaching and learning materials affect the performance and participation by pupils in all the subjects.

The study established that the Parents’ in the region were jobless as was disclosed by the head teachers during the interviews. This is supported by 76 percent of pupils who said that their parents did not meet their educational needs. This issue of jobless indicates that the poverty levels in the settlement scheme are high. As a result the parents travelled long distances in search of casual employment in towns such as Naivasha, Njambini and flyover.

An interview with the head teachers revealed that after the internally displaced persons were settled in the area, some of children were being lured out of the settlement scheme and promised well-paying jobs only to become a source of cheap labour. These children were exploited and their education was affected and this resulted to overage pupils in schools.
4.6 Influence of School Facilities on Pupils Participation to Primary Education

The second objective of the study sought to establish how school facilities influences pupils participation in Maa-i Mahiu settlement scheme. The researcher asked the respondents to identify the school based factors that hamper pupil’s participation in primary education.

Table 4.8 Adequacy of school facilities

The study sought to determine the adequacy of school facilities and identified classrooms, toilets, desks, playground as well as the school fees as some of the items in this category. This is summarized in the table below.

<table>
<thead>
<tr>
<th>Items</th>
<th>Head Teachers</th>
<th>Teachers</th>
<th>Pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>percentage</td>
<td>f</td>
</tr>
<tr>
<td>Class rooms</td>
<td>1</td>
<td>33.3</td>
<td>10</td>
</tr>
<tr>
<td>Toilets</td>
<td>1</td>
<td>33.3</td>
<td>21</td>
</tr>
<tr>
<td>Desks</td>
<td>1</td>
<td>33.3</td>
<td>22</td>
</tr>
<tr>
<td>Playground</td>
<td>2</td>
<td>66.6</td>
<td>6</td>
</tr>
<tr>
<td>School fees</td>
<td>3</td>
<td>100</td>
<td>19</td>
</tr>
</tbody>
</table>

The above table clearly shows that most of the teachers indicated lack of adequate school facilities, 86 percent of teachers indicated inadequate toilets while 87 percent of the pupils also indicated that toilets were inadequate. This scenario can be very critical as lack of enough toilets might even lead to pupils messing the school compound, or even pupils getting back to class late after break as they
waste a lot of time waiting to visit the toilets. It could also lead to a lot of movement during class time as the pupils move to and from the toilets in between the lessons to avoid congestions at break time.

Both the teachers and the pupils indicated inadequate classrooms which led to overcrowded classrooms. This scenario could lead to fast spread of communicable diseases like, tuberculosis and flu. Also 89 percent of teachers indicated inadequate desks while 90 percent of the pupils indicated that the desks were inadequate. The acute lack of desks in the school implied that even though the parents were aware that their children were in need of desks, they could not afford to provide due to the poverty levels and lack of money.

The findings demonstrate that the educational facilities (classrooms, toilets, desks,) in the region are inadequate and have adversely affected the quality of education accessed by the pupils. The findings can be contracted with the state of educational infrastructure in Burundi during the crisis of 1990’s (Obura, 2008).

Physical facilities seem to play an important role as facilities such as classrooms; toilets are inadequate in the schools. Classrooms are in poor states (no doors and windows) and are congested. Desks are also inadequate, the few that are there are in poor states and seemed too squeezed to allow the pupils to work effectively either ratio of pupil to desk is 1:6 which in normal circumstances it should be 1:4 at most. This leads to discomfort, lack of concentration and de-motivation of pupils which lead to low pupil participation/ performance and even perpetual absenteeism and lastly drop out.
Physical facilities play an important role in life of pupils. Availability of school facilities may encourage pupils to learn while lack of them limits pupil’s participation and achievement. These findings concurs with the global survey on Education in Emergency (2004) which says that schools are frequently lacking in the internally displaced persons settlement scheme and any local schools in the neighborhood may lack capacity to integrate influxes of the internally displaced persons children leading to overcrowding.

An interview with one of the head teachers revealed that, without a public primary school within the settlement scheme, his school had taken the burden of increased pupil population after the post-election violence and this stretched teachers and school facilities well beyond their appropriate ability and capacity, hence, there was increased teacher- pupil ratio affecting the quality of education. In a place where internally displaced persons (IDP) settled, it was noted that the government has not established a new school within the settlement scheme or even expanded the already existing one five years down the line, there are a number of challenges experienced in the only public primary school near the settlement scheme.

From the findings, when the teachers were asked the challenges they face in their school, 68 percent of them indicated that the classes are overcrowded, 68 percent of teachers indicated that some of the pupils are overage, this is contributed by the fact that some pupils stayed out of school for long after the crisis. Overage pupils could be a bad influence to the young ones which can also lead to high drop-out rate. Also 84 percent of the teachers indicated that some pupils are
withdrawn and hence poor concentration while 67 percent of the teachers indicated that there are some pupils who complain of hunger and who cannot get enough food at home and finally 83 percent of the pupils said that they are often tired due to the distance they walk daily as well as other duties they have to perform before attending school.

The overcrowding is due to lack of desks in the school, as well as lack of enough teachers the school. Having few teachers could force them to combine two classes to be taught by one teacher. The school also lacked secure places where the teachers could lock the teaching materials and as a result, teachers used sacks and polythene paper bags to store teaching and learning materials. This was not motivating at all for the teachers who intimated this fact to the researcher. The overcrowding resulted to increased non-attendance, dropping out of school and poor achievements in final examinations as well as the Certificate of Primary Education (CPE).

The impact of post-election violence interacted to create unfavorable conditions for schooling. It resulted to destruction of education network which according to UNICEF (2004) represents one of the greatest development setbacks for regions affected by conflicts because education or vocational skills take years to replace. Having overage pupils in primary school implies low net enrolment ratio in primary in the region and is a common characteristic in all regions affected by conflicts. The findings indicated that 67 percent of the pupils are overage and this was attributed to either non enrollment or the temporary drop out of school due to the post-election violence of 2007/2008 in the region.
The presence of overage pupils in primary school can lead to low grades in that the pupils will have low self esteem because they are learning with young children in the same classes while they should be ahead of them. This can also lead to bad influence, bad contacts, bad behavior and unmanageable pupils. In this case, the government should introduce intervention measures like; establishing accelerated learning programmes, catch-up classes, as well as providing flexible hour schooling as has happened in other countries like in Afghanistan and Cambodia.

Accelerated education provides opportunities for older children who have missed out on school for whom learning in a classroom with young children is inappropriate or undesirable, enabling them to eventually enter the mainstream government schools. Flexible – hour – schooling provides older children and working children with a condensed, catch – up curriculum outside of normal school hours (Sinclair, 2010).

The findings also indicated that 83.percent of the teachers indicated that some pupils suffered inhuman treatment and insults on basis of being internally displaced persons children. This instilled fear and also traumatized them which have resulted in low self-esteem; some pupils have become withdrawn while others have opted to drop out of school.

Some 50 percent of the teachers noted that some pupils faced challenges as a result of the difficult experiences due to psycho-social trauma and cognitive
disorders that they suffered during the post-election violence. This has affected their attendance in class hence poor results in their academic performance.

In a new settlement scheme, there are many challenges considering the fact that these people have been displaced and have lost all they had. Out of the 212 questionnaires returned by the pupils, 80 percent cited poverty as a major factor that impacted negatively on pupil’s participation in primary education. These findings were supported by the head teachers who revealed that livelihood opportunities of the internally displaced persons in these settlement scheme remains extremely limited because the families lost all their properties during the post-election violence / politically instigated ethnic clashes.

From the findings, 80 percent of the pupils indicated that they have problems in getting uniforms; the issue of uniforms were pathetic since some of the uniforms had been repaired with small patches until one could not tell the original colour of the uniforms. These were some of the things which were noted by the researcher when she visited the schools. Some 92 percent of the pupils indicated that they had a problem with school fees. This is because with the understanding of free primary education, and due to the fact that these people had lost all their belongings during the post – election violence, the parents expects the government to fully fund their children’s education, and which is not the case. It is true education is not free and compulsory within and around the settlement scheme since education within is provided by two private schools while five kilometers away there is a public primary school which also charges school fees of ksh 250 per term.
While 70 percent of the pupils said they did not have enough food at home. This could be contributed by the fact that the internally displaced persons settled on 50 by 100 hectares which is only enough for a home and not for farming. The poverty level in an internally displaced person’s settlement scheme was found to be very high and as a result, children have resulted to child labour as well as child prostitution. The teachers confirmed that due to poverty, parents cannot afford basic needs for their children and support their education and in this case education is not a priority to such parents.

On the other hand, 90 percent of the pupils confessed that they depended on donors for food and other basic requirements. It was found that the support is not always adequate to meet their daily needs, furthermore, the resettlement programme led to the reduction of assistance. According to Sinclair, 2010, no United Nations body has the mandate to ensure education for internally displaced persons in camps.

From the interviews with the head teachers, 100 percent indicated that the situation of the internally displaced persons as a result of instability caused by the post-election violence resulted in separation of children from their families. The findings indicate that the description of family structures as a result of the violence coupled by the nature of the living environment in the settlement scheme accelerated on affected pupil’s participation in primary education since they could not sustain themselves in learning institutions.
The government is a very important stakeholder in education. It plays a vital role in the running of educational institutions through its various policies. The government policies that influence pupils participation in primary education is the free primary education (FPE). All children in primary schools are entitled to education free of all charges, but that is only in theory and not in practice as was found by the researcher that the public primary school near Maai- Mahiu settlement scheme charged ksh, 250 per term. Even though the head teacher explained why the pupils had to pay, and even though it was for a good course, the parents still could not understand why the government was not meeting all those expenses since education is free.

From the above information, 83 percent of teachers responded that there were pupils who were not attending school because of lack of school fees, this is supported by the three head – teachers who confirmed that there were pupils who discontinued classes due to lack of school fees. Even the head teacher from the public primary school confirmed that each pupil has to pay ksh, 250.00 per term to cater for the salaries of four (4) Parents Teachers Association (PTA) teachers, three (3) watchmen, two (2) cook and, one (1) gardener. The same amount caters for payment of ksh, 300.00 per week to pump water from the bore hole for school use and also for irrigating the school garden as well as buying fire wood which is used to prepare lunch for the children.

The head teacher of the public primary informed the researcher that the school has a sponsor. The sponsor has donated ten (10) computers, has provided a feeding programme since 2005 and also has encouraged for a school garden where they
plant vegetables (carrots, cabbages, onions, spinach tomatoes and kales) which the school uses to supplement their daily food which comprises of (maize mixed with beans)

The feeding programme has motivated many pupils to attend school since in some cases that serves as the only meal some of the pupils depends on. This fact is supported by the much absenteeism that occur when the food runs out or when the sponsor is late in providing the food. In this regard, the findings confirmed that the education is not free in principle and practice but it’s for those who can afford it. This means that those pupils who had difficult in the payment of school fees in the region do not attend school. Then the provision of free and compulsory education from the government remains an issue to be considered if the government has to achieve education for all, the millennium development goals as well as the Kenya Vision 2030.

There are two private schools (owned by non-governmental organization (NGO) within the camp which provides education only up to standard three (3) and changes a monthly fee of kshs 300.00. For the internally displaced persons who have lost their primary source of income this amount is still prohibitive. This also means that children who are in standard 4-8 cannot access education within the settlement. 33% of head teachers responded that these children walk for five (5) km to the nearby government host primary school (Maai- Mahiu) The researcher found out that in the public primary school, the lower classes (1-3), there are fewer pupils and it was single stream. This is because of the distance the pupils have to walk every day.
The three head teachers reported high rate of absenteeism in the month of March and April being a planting season when children stay away from school to become source of cheap labour. The result of this analysis revealed that child labour especially in internally displaced persons settlement scheme remains unacceptably high. Also 90 percent of teachers reported that child labour was critical for survival of most households and sending children to school by internally displaced persons families with low socio-economic status is regarded a high opportunity cost.

4.7 The Influence of Psychosocial Factors on Pupils Participation in Primary Education

The third objective of the study sought to establish how psychosocial factors affect pupil’s participation in primary education in Maai – Mahiu settlement scheme. The safety, violence, and trauma are some of the psychosocial factors that can influence the pupils’ participation in primary education in the internally displaced people’s settlement schemes. In an internally displaced persons settlement schemes, security is of essence and some or most of the children are traumatized and they may be unable to integrate into local schools if they do not know the local language or they may not be welcome in those schools so there may be fear of violence among the children. This information is summarized on table 4.9 below.
Table 4.9 Implication of psychosocial factors

The study sought to establish how psychosocial factors influenced pupil’s participation in primary education in Maai – Mahiu settlement scheme. Fear of violence, language barrier and absenteeism were taken as some of these factors.

<table>
<thead>
<tr>
<th></th>
<th>Fear of violence</th>
<th>Language barrier</th>
<th>Absenteeism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>63</td>
<td>56</td>
<td>79</td>
</tr>
<tr>
<td>No</td>
<td>37</td>
<td>43</td>
<td>21</td>
</tr>
</tbody>
</table>

Fear of violence, language barrier and absenteeism are some of the psychosocial factors that can influence pupil’s participation in primary education in Maai-Mahiu settlement scheme. 63 percent of the teachers indicated that there are some pupils who are still traumatized and who live in fear. Such pupils are afraid of interacting with other children, are sensitive to their surroundings and are much closed. This has led to some children not attending school and is withdrawn. This has led to overgrown children who does not attend school and have moved to Maai-Mahiu shopping centre to look for manual job like pulling hand carts and are also becoming a threat to other people in terms of security.

Language barrier had been identified as one of the psychosocial factor that can influence pupil’s participation in primary education in Maai-Mahiu settlement scheme. 56 percent of the teachers indicated that those pupils who could not
communicate in the local language had problems in interacting with other pupils in the school. This also affected the performance of the pupils just because they could not trust the other pupils.

Some pupils suffered inhuman treatment and insults on basis of being internally displaced persons children. This instilled fear and also traumatized them which resulted in lowered self esteem and some pupils opted to drop out of school.

At least 50 percent of the teachers noted that their pupils faced challenges as a result of the difficult experience due to psycho-social trauma and cognitive disorders they suffered during the post election violence.

4.8 The Distance to and from school
The long distance travelled from home to school contributed to low pupil participation in primary education. The younger children are fatigued from travelling to school and this affected attendance and has resulted to low pupil participation in education especially the lower classes. This also reduces their concentration in class resulting to poor performance and ending in school drop out

Table 4.10 Influence of distance to school and other factors
The study sought to determine how the distance and other factors influences pupils participation to primary education in Maai= Mahiu settlement scheme. The following were the responses’ from the respondents.
<table>
<thead>
<tr>
<th>Factors</th>
<th>Teachers Frequencies</th>
<th>Teachers Percentages</th>
<th>Pupils Frequencies</th>
<th>Pupils Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distance</td>
<td>20</td>
<td>84</td>
<td>186</td>
<td>88</td>
</tr>
<tr>
<td>Poverty</td>
<td>22</td>
<td>89</td>
<td>169</td>
<td>80</td>
</tr>
<tr>
<td>Uniforms</td>
<td>18</td>
<td>74</td>
<td>169</td>
<td>80</td>
</tr>
<tr>
<td>School Fees</td>
<td>20</td>
<td>83</td>
<td>195</td>
<td>92</td>
</tr>
<tr>
<td>Child Labour</td>
<td>22</td>
<td>90</td>
<td>112</td>
<td>53</td>
</tr>
<tr>
<td>Parental Support</td>
<td>19</td>
<td>76</td>
<td>139</td>
<td>66</td>
</tr>
<tr>
<td>Food</td>
<td>20</td>
<td>83</td>
<td>148</td>
<td>70</td>
</tr>
</tbody>
</table>

Data from table 4.10 above shows that 88 percent of the pupils indicated that most often, distance from home to school affected pupils participation especially the young ones and the lazy pupils who will give excuses not to attend classes, only 12 percent said that distance was not an issue. Most likely the 12 percent are those pupils who were not affected by the post-election violence.

The long distance travelled from home to the nearest public primary school 84 percent of the teachers indicated that the long distance to and from school contributes to decreased morale for pupils participation to primary education, 70 percent of the pupils indicated that they lacked enough food at home and the fatigue from travelling to school affects pupils participation and this is supported by the fact that the lower classes in the public primary school has only one stream while upper classes has more than one. 88 percent pupils expressed that because of long distance between home and school, there were cases of frequent
absenteeism and eventually dropout because of the long distances that the pupils had to walk, safety reasons, exhaustion and even hunger are also contributors’.

Some of the pupils indicated that there was child labour and some of the pupils are denied school so as to be used by the parents to earn a living. For example, girls and even boys are given out to be used as house girls and boys while the parent is the one being paid for that service.

When pupils were asked if they get the support that they need from the parents, 66 percent of the pupils indicated that the parents do not support their children to excel in their education. 76 percent of the teachers indicated that the parents did not provide the required support to their children. This only shows that the parents are also ignorant on the importance of education and that education to them is not a priority though the parents believes that education is free and that the government should provide everything because they were victims of post-election violence. This is supported by the head teacher of the public primary school, who said during a discussion with the researcher that, if the parents of the internally displaced persons children, they would pay the school fees Ksh, 250 per term where their children are provided with lunches daily. Taking into consideration of the cost of food, it could be more expensive to provide that lunch
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter explains the summary, conclusion, recommendations of the study and the extent to which the research objectives have been achieved.

5.2 Summary of the Study

The study sought to examine the factors influencing pupil’s participation in primary education in Maai- Mahiu settlement scheme in Naivasha District. The objectives of the study were to establish if teaching and learning resources, school facilities, psychosocial factors and distance to school influences low pupils participation in primary education.

The study adopted the descriptive survey design, where the respondents included three (3) head teachers, twenty four (24) teachers and two hundred and twelve (212) pupils. The data was corrected using questionnaires and interview schedules. The reliability of the research instruments was done and Pearson product moment co-relation was used to compute the co-relation coefficient of instruments. The two supervisors /research experts assessed the validity of research instruments data collection.

The data was analyzed qualitatively and quantitatively using descriptive statistics methods. The frequencies, percentages and mean were used to analyze the data. The analyzed data was presented in tables,. The study established that post-election violence of 2007/2008 affected the teaching and learning resources,
school facilities, caused psychosocial factors, the distance to school, school fees, poverty, child labour and other common challenges influenced pupil’s participation in primary education in Maai – Mahiu settlement scheme.

5.3 Major Findings of the Study.

It was found out that there are no public primary schools within the settlement scheme. Though, there are two privately owned primary schools within the settlement scheme and which are still under construction and which charges kshs 300 per month of which is still a tall order for the parents who have lost all their sources of livelihood and who are still unstable to maintain themselves. The study has revealed that 87 percent of the pupils were affected by the post-election violence. This only means that 87 percent are the influxes who joined the school after the post-election violence and has put a lot of pressure on the teaching and learning resources, school facilities, have children with psychosocial issues, and who have to walk long distances to the nearest public primary school while the school was adequate for only 13 percent of the pupils who were not affected by the post-election violence.

The findings further revealed a host of school other factors that hindered pupil’s participation to primary education. The public primary school is very far and travelling to and from school exhausted the pupils who also have other duties to attend to after school for example drawing water for the family, washing utensils, collecting fire wood and many others. Additional concerns such as inadequate
toilets, desks, text and exercise books, overcrowded classes, school fees, and these 
entire impeded pupil’s participation to primary education.

5.3.1 Teaching and learning resources

The first objective of the study sought to establish the adequacy of the teaching 
and learning resources. All the respondents indicated that their schools had 
inadequate teaching and learning resources, for example, 68 percent of the 
respondents indicated that text books were inadequate and pupils were forced to 
share, The sharing resulted to some pupil’s not doing their assignments and this 
contributed to drop outs. The pupils are provided with exercise books and pens by 
the government but it was noted that these books and pens are never adequate to 
last the whole term.

The findings revealed that, when pupils need more exercise books or pens they 
are supposed to buy them until the next government allocations are received. 
While it is a concern that there are delays by the government in releasing the 
supplies to the schools, the head teacher of the public primary school next to the 
internally displaced persons settlement scheme informed the researcher that the 
pupils can stay out of school because they do not have books or pens. This has 
resulted in continuous absenteeism which has ended up affecting the overall 
performance of the pupils.

5.3.2 School Facilities

The second objective of the study sought to establish whether the school facilities 
and human resources (both teaching and support staff) influences pupil’s
participation in primary education. The teacher respondents indicated that the classrooms, desks, toilets were inadequate and even the computers are inadequate. The teachers have to teach in overcrowded classes because there are some classes without desks and hence pupils have to share more than four (4) per desk making learning difficult. Lack of enough non-teaching staff calls for the pupils to help in the kitchen at break time and also in the school garden as the researcher found out. The pupils are also asked to each come with a piece of fire wood to help in preparing their lunch.

5.3.3 Psychosocial Factors

The third objective of the study sought to establish the psychosocial factors that influences pupil’s participation in primary education after the post – election violence in Maai- Mahiu settlement scheme. The study established that fear and trauma affected pupil’s participation hence causing frequent absenteeism.

5.3.4 The Distance to School

The fourth objective sought to establish whether the distance to school affects pupil’s participation in primary education in Maai – Mahiu settlement scheme. The respondents indicated that the distance to the nearest public primary school affects pupil’s participation in primary education. This is supported by the fact that there is only one stream in the lower classes while in upper classes, there are double streams.
5.3.5 Conclusions of the Study.

Based on the research findings, it was concluded that pupil’s participation in primary education was influenced by several factors such as teaching and learning resources, school facilities psychosocial factors and distance to school. These factors are therefore a hindrance to the efforts to have all children access education as stipulated in the Millennium Development Goals, Education for All goals and the various government policies and policy frameworks.

The study therefore makes the following conclusions;

1) That poverty is rife in the internally displaced persons settlement schemes, hence these families cannot meet direct costs of schooling such as school fees, clothing, books and other scholastic materials

2) The only schools available in the settlement scheme were charging fees, even though it is justified by the head teacher in the public primary school, for internally displaced persons who are struggling to make ends meet financially, such costs can prevent them from sending their children to school.

3) While the government has committed itself to providing free and compulsory primary education, there are still barriers resulting to inadequate legal framework in such areas as compulsory education, lack of enforcement of existing laws and policies relating to child labour, corporal punishment and school fees which lock many pupils out of school.
5.4 Recommendations from the Study.

I. The government should consider constructing schools within the settlement schemes. It must also act not only to make education available, but also accessible, acceptable and adaptable. This will ensure that all children have an opportunity to stay and learn in school up to primary completion and progress to secondary and tertiary levels of education.

II. It is important to ensure that the learning environments are secure and promotes the protection of physical, mental and well-being of all children. Supporting programmes that enhance pupils attendance and retention in school such as school feeding programmes, school activities like games/sports which will motivate the pupils and encourage them to show off their talents.

III. Supporting and promoting education policies and laws that protect against all manner of discrimination in education for example the marginalized like the internally displaced persons.

5.6 Suggestions for further research

The study recommended that the government should open a public primary school within the settlement scheme, expand by constructing more classrooms and toilets to the existing school and increase the number of teachers as it was found that the school with a pupil population of 929 has only 17 teachers which only means that the teachers are overwhelmed by work and also education is being compromised. This will led to lack of motivation to both the teachers and the pupils and also low teaching morale and the resultant is low pupil participation in primary education.
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UNICEF.


UNESCO

UNESCO


APPENDIX I

Eddy Mumbua Ngila
University of Nairobi
P. O. Box 30197
NAIROBI

Dear Sir / Madam

RE; LETTER OF INTRODUCTION

I am a Masters student at University of Nairobi in the Department of Educational Administration and Planning. As part of my Master’s Degree Programme. I am investigating the factors influencing pupils’ participation in primary education in Maai- Mahiu internally displaced person’s settlement schemes after 2007/2008 post- election violence. The intention is to provide information that will assist policy makers and education practitioners to provide accessible education to internally displaced persons in the settlement schemes.

The identity of respondents will be treated with utmost confidentiality. I believe that your responses will help in providing solutions to some of the challenges / issues facing pupil’s participation of primary education in internally displaced persons settlement schemes.

Your cooperation will be highly appreciated.

Yours Faithfully,

Eddy Mumbua Ngila
APPENDIX II

Teachers Questionnaires

The purpose of this questionnaire is to gather information on the Factors influencing pupils’ participation in primary education in Maai-Mahiu Settlements Scheme. The information will only be used for academic purpose.

INSTRUCTIONS. Please tick or fill in the blank spaces where appropriate.

1. Please indicate the Name of your school ---------------------------------------- -------

2. Please indicate age category
   - Below 30 years
   - 31-39
   - 40-49
   - Above 50

3. Please indicate your Gender
   - Male
   - Female

4. How many years have you taught in this school? 1-5
   - 6-10
   - Above 11

5. Are school facilities able to support the current enrolment in this school?
   - Yes
   - No

Please tick where appropriate
### Table 1 Adequacy of school facilities

<table>
<thead>
<tr>
<th></th>
<th>Very adequate</th>
<th>Adequate</th>
<th>Fairy adequate</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class rooms</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toilets</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Desks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Play grounds</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please tick where appropriate

### Table 2. Adequacy of teaching and learning materials.

<table>
<thead>
<tr>
<th></th>
<th>Very adequate</th>
<th>Adequate</th>
<th>Fairy adequate</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text books</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reference books</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>maps</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chalks, dusters</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exercise books</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pens, rulers pencils</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

7 What are the common challenges you experience due to the changes in enrolment?
**Table 3 Common challenges.**

Please tick where appropriate at the rate of 1-4

4=Most often, 3= often, 2= Rarely, 1= Never

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overcrowded classes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Over age students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of enough teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Withdrawn students/pupils</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of government support</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hungry children</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tired children</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child labour</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8 How is the class attendance?

a) Always full attendance

b) many absenteeism

9. What is the cause of absenteeism? Please tick where appropriate at the rate of 1-4. 4=Most often 3=often 2= Rarely 1= Never

<table>
<thead>
<tr>
<th>Reason</th>
<th>4</th>
<th>3</th>
<th>2</th>
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<tbody>
<tr>
<td>Distance to school</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Lack of uniforms</td>
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<tr>
<td>Lack of exercise books &amp; pens</td>
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<tr>
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<td>Language barrier</td>
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<tr>
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<tr>
<td>Lack of school fees.</td>
<td></td>
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</tbody>
</table>

10 Have you taken any courses for guidance and counseling? Yes [ ] No [ ]

Thank you and May God bless you.
APPENDIX III

Head teachers Interview Guide

The purpose of this interview is to gather information on the factors influencing pupils’ participation in primary education in Maai- Mahiu settlements scheme. The information will only be used for academic purpose.

1. For how long have you been teaching in this school?  

2. How many students do you have in your school?  

3. How many teachers do you have in this school?  

4. Are they adequate? Yes ………………………No…………………………  

5. Did the Post-Election Violence affect pupil’s participation in this school?  

6. Have there been significant changes in enrolment between the years 2008-2012?  

Table 5

<table>
<thead>
<tr>
<th>Year</th>
<th>Boys</th>
<th>Girls</th>
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<tbody>
<tr>
<td>2008</td>
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<tr>
<td>2009</td>
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</tr>
<tr>
<td>2011</td>
<td></td>
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</tbody>
</table>
6. What are the reasons for the change? ..............................................

7. What makes primary pupils not attend school? Please tick where appropriate at the rate of 1-4. 4=Most often, 3= often 2= Rarely, 1= Never

<table>
<thead>
<tr>
<th>Reason</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td>Distance to school</td>
<td></td>
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</tr>
<tr>
<td>Lack of uniforms</td>
<td></td>
<td></td>
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<td>Lack of exercise books &amp; pens</td>
<td></td>
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<tr>
<td>Lack of school fees.</td>
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<tr>
<td>Child labour</td>
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</table>

8. **Table 6 Adequacy of school facilities**

<table>
<thead>
<tr>
<th>Facility</th>
<th>Very adequate</th>
<th>Adequate</th>
<th>Fairy adequate</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class rooms</td>
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<tr>
<td>Toilets</td>
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<td></td>
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</tr>
<tr>
<td>Desks</td>
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</tbody>
</table>
Please tick where appropriate

Table 7 Adequacy of teaching and learning materials.

<table>
<thead>
<tr>
<th></th>
<th>Very adequate</th>
<th>Adequate</th>
<th>Fairy adequate</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text books</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reference books-maps</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chalks, dusters</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exercise books</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Pens, rulers, pencils</td>
<td></td>
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<tr>
<td>Government support</td>
<td></td>
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</table>

Thank you for your cooperation and May God bless you.
APPENDIX IV

Students/pupils Questionnaires

The purpose of this questionnaire is to gather information on the factors influencing pupils’ participation in primary education in Maai-Mahiu settlements scheme. The information will only be used for academic purpose.

Please tick or fill in the blank spaces where appropriate.

Name of School. ------------------------------------------------- Class ---------------

Please tick your gender    M       F - A----------------

1. When did you join this school? ---------------------------------------

2. Where you affected by the Post-Election Violence in 2007/2008?
   Yes   No

3. If yes, for how long did you stay out school? ------------------------

4. How many are you in your family? -----------------------------------

5. Do your parents/guardians meet all your educational needs? Yes    ☑

6. If no, what are the reasons?
   a) Lack of money    ☐           c) Other reasons    ☐
   b) Many children    ☐           d) No good reasons    ☐

7. How many of your brothers and sisters not attending primary school? -----
   a) Brothers          b) sisters

8. What are the reasons for not being in school?
   a) Lack of school fees    ☐           c) Lack of text books    ☐
   b) Lack of uniforms    ☐
9. How many are you in your class? Below 40 □ □ □ Above 40 □ □ □

10. How many share one desk? Less than 4 □ □ □ More than 4 □ □ □

11. What makes primary pupils not attend school? Please tick

5. **Table 8 school and household factors**

What makes primary pupils not attend school? Please tick where appropriate at the rate of 1-4. 4=most often 3= often, 2= rarely 1= Never

<table>
<thead>
<tr>
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