

**INFLUENCE OF CATTLE RUSTLING ON PUPILS' PARTICIPATION IN  
PRIMARY EDUCATION IN MAKUTANI DIVISION OF MARIGAT  
DISTRICT, BARINGO COUNTY, KENYA**

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Award of Masters of Degree in Education in Emergencies  
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## **DECLARATION**

This research project is my original work and has not been presented for award of a degree in any other university.

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## **DEDICATION**

This work is a special dedication to my loving wife Ruth Siele and our children Faith, Collins, Kelvin, Brenda and Ebenezer and also my dear mother Jane Koech.

## **ACKNOWLEDGMENT**

The success of the study has been as a result of a combined effort, support and cooperation from several people to whom I owe a lot of gratitude. For academic guidance and advice, I am most grateful to my supervisor, Dr. Grace Nyaga and Dr. Caroline Ndirangu for their accessibility, unreserved support and insightful comments that have guided me through this process.

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## **ABBREVIATIONS AND ACRONYMS**

<b>EFA</b>	Education For All
<b>EiE</b>	Education in Emergencies
<b>FPE</b>	Free Primary Education
<b>INEE</b>	Inter-Agency Network for Education in Emergencies
<b>K.C.P.E</b>	Kenya Certificate of Primary Education
<b>M.M.L.A</b>	Moroccan Monitoring Learning Achievement
<b>MDGs</b>	Millennium Development Goals
<b>PTA</b>	Parents Teachers Association
<b>ROK</b>	Republic of Kenya
<b>U.N</b>	United Nations
<b>UPE</b>	Universal Primary Education

## ABSTRACT

The purpose of this study was to establish the influence of cattle rustling on pupils' participation in primary education in Makutani division of Marigat district, Baringo County, Kenya. The study was guided by four objectives that focused on the influence of cattle rustling on pupil enrolment, retention, promotion from class to class and pupils' participation in education. The study targeted all the 22 primary schools where the head teachers, teachers, PTAs and Chiefs were to participate in the study. The study embraced descriptive survey design and data was collected using questionnaires and interview guide. The data was analysed using SPSS and presented by use of graphs and charts. Through data analysis the study established that the poor academic performance of pupils in Marigat division is as a result of cattle rustling which is prevalent in the area. The study established that when cattle rustling occurs pupils perform dismally in their examinations because rustling contributes to high pupils' absenteeism from school, teachers' absenteeism for fear of being killed, lack of concentration of pupils when in class as they fear to be killed, loss of property and lives, hence affecting pupils performance in examinations. Such experiences would most likely affect pupils' concentration on their studies which would be reflected on poor academic performance. The study also established that cattle rustling affect enrolments in primary schools by making parents of the children in school keep on migrating from one place to another, enrolment is also affected by some children opting to stay at home for fear of being attacked as they go to school. The absence of teachers at school during the time of cattle rustling also make pupils not attend school because there is no one to teach them. The lack of school fees attributed to stolen animals affects enrolment because pupils cannot be able to buy school materials such as uniform or pay for other levies required in school. The death of parents also affects enrolment because elder children stay at home to take care of the young ones due to orphanage. On retention rate, the study established that there are low retention rates in primary schools in Makutani division due to frequent interruption of school system. Based on the findings of this study it is recommended that; The government should eradicate black market for cattle to reduce cases of cattle rustling as this is brought about by the commercialization of animals. In order to improve the situation on the area the government in partnership with Non-Governmental Organizations should set up more boarding schools to shorten the distance and improve on security by building police camps near the boarding schools. The warriors should be enlightened to stop the practice of cattle rustling as it causes teacher and pupils' absenteeism, damage of school facilities, hence disrupting learning. All security agencies and relevant line ministries should collaborate with each other and with key education stake holders to ensure that the conflicts are promptly and effectively resolved. Further studies can be carried out in order to establish remedies to cattle rustling in Makutani division, Marigat district.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background of the study**

Issues of education access and participation have dominated world forum and conferences on education due to the fact that education is considered a basic human right. Education is considered as one of the most effective ways to reduce poverty, give people opportunity to improve their lives and raise their voice, improve their health, productivity and fosters participation in civil society. Whereas the need to provide education to all those eligible to get it remains a fundamental requirement to communities and governments, it is reported that 67 million children were out of school globally in 2009. In sub-Saharan Africa, the number of out-of-school children was about 30 million while Kenya had about 1.059 million children out of school (UIS Fact Sheet, 2011).

In developed countries, such as the United Kingdom, for instance, the government of her majesty required that the education providers should make accessibility to all areas paramount, where the pupils' views and the community's must be incorporated in the planning for education service provision (Migosi1, Migiro and Ogula, 2012). Whereas the need to provide education to all those eligible to get it remains a fundamental requirement to communities and governments, it is reported that today, over 125 million children are not in school across the world. (UNESCO, 2006)

The majority of children not in school are found in Asia and sub Saharan Africa. While the factors that keep these children out of school are formidable the international community has the power to fulfil the promise of the Millennium Development Goals (MDGs) and guarantee every child access and participation in education by 2015 (UNESCO, 2000, 2003). Psacharopoulos and Woodhall, (1985) are affirm that education broadens employment opportunities; increases income levels, improves child and maternal health and helps to slow down the spread of HIV/AIDS. The benefits of education extend beyond the family to the wider community and even the nation. Increasing the number of pupils' who finish school leads to economic growth, social and political stability, decline in the crime rate, and improved social services

As long as there is any form of conflict, the quality of education faces serious impairment due to the adverse effects of conflict. Spillane (1972) thinks that conflicts are given of life; they are unavoidable, especially in a scholarly setting. It is therefore paramount for any administration to recognize and resolve the conflicts as soon as possible. Mulkeen (2007) defines educational conflict as any action which is incompatible with educational goals or targets; or any action which obstructs, prevents, injures, interferes with or in any way makes it less likely to achieve educational goals. The conflict may also lead to cattle rustling in a given area.

A cattle rustling is a practice that involves stealing or planning, organizing, attempting, aid or a betting the stealing of livestock by any person from any community where the theft is accompanied by dangerous weapons and/or violence.

This makes it become one of the forms of insecurity especially in communities where it is practiced. Save the Children Alliance (2006) denotes that the role of education in conflict-affected regions has received growing attention during the past decade. This is attributed to its significance for the achievement of the Millennium Development Goals (MDGs) related to education. There has been growing awareness that Education for All (EFA) goals will only be achieved through success of children accessing education in conflict affected contexts, including cattle rustling areas, who are among the hardest to reach (Save the Children Alliance 2006).

High-intensity conflicts are taking place in Syria, the Central African Republic, the Democratic Republic of Congo and many other crises where children and youth are living in very difficult situations and are lacking access to quality education. Humanitarian assistance makes a real difference to children affected by conflict. One example is UNICEF who along with its partners has ensured that 79 000 children who have fled from the conflict in Syria have been able to continue their education (Christine & Allan, 2013).

The 1990s saw an increased awareness of the ‘two faces’ of education, that is, how education may in sometimes exacerbate or mitigate conflict. Research has identified a range of issues that may have such impacts, including factors related to participation access to education, the structure of schooling, teacher recruitment and training, and curriculum content (Bush and Salterelli, 2000). While this has had the merit to highlight the need for ‘conflict-sensitivity’ in education programming, its emphasis has mainly been on the negative effects. Conversely, as expressed in the Inter-agency

Network for Education in Emergencies (INEE)'s Strategic Research Agenda, there continues to be a need to identify how education may make a positive contribution to peace building.

In Kenya, just like in Africa, primary-education expanded during the 1960s and 1970s. The number of primary schools doubled from approximately 5000 in 1965 to 10,000 in 1980; the enrolment in primary schools increased even more dramatically, from just over one million pupils in 1965 to nearly four million in 1980 (Eshiwani 1993). This expansion reflected policy changes which collectively represented major advances in Kenya's educational development and the strategic use of public expenditure in support of educational policy goals (Abagi & Olweya 1999; Makau 1995).

However, the growth in provision and participation increasingly left behind the pastoral districts of Northern and Eastern Kenya (Nkinyangi 1982; Narman 1990). Although the policies that underpinned primary education expansion were responsive to the needs and interests of the majority, they proved to be inappropriate to the circumstances in Kenya's pastoral districts, and neglectful of the rights of children who lived there. The consequences are chronically low levels of educational participation among pastoralist communities, and marked disparities in provision and participation in education between pastoralist and other communities in Kenya.

The re-introduction of Free Primary Education (FPE) in 2003 led to an increase in enrolment by about 1.1 million new pupils in primary schools. This number increased steadily to about 1.53 million new pupils in 2007 (ROK, 2007). This was a celebration to participation in primary access to education. However, (Milu, et. al 2010) noted that

pupils from poor families had lower chances of access to formal education. This is because factors that prevent children from poor backgrounds from attending primary school go beyond the inability to pay school fees. A poor household may cherish free primary education, but rationally may be obliged to seek meeting immediate basic needs, thus prompting the household to send a child to work rather than to school. The poverty level of Baringo County stands at 58% (ROK, 2013). Apart from this, cattle rustling pose economic threats and access to education.

Katam (2012) cites that a government's task force on education also reported that the implementation of the program (FPE) was faced with a number of glaring challenges that required to be addressed. Cattle rustling was one of the major challenge the government faced in its effort to implement free primary education in the marginalized parts of the country. With the rise in number of cases of cattle rustling in Baringo district in the past one decade, most people feared for their lives hence disruption of normal daily routines. As a result most areas that experienced cattle rustling recorded low pupil enrolment since most parents feared for the lives of their children (Katam, 2012).

Most schools in these marginalized areas also register high dropout rates due to insecurity reasons. Teachers on the other hand have been forced to desert duty and relocate to other places. All these happenings cause serious problems towards participating in accessing primary education (Katam, 2012). Therefore, this study embarked on finding the causes, effects and challenges with an aim of coming up with measures that can be used to curb cattle rustling in the specific area of study and also

to have education come back to normal and children to enjoy their free primary education services.

## **1.2 Statement of the problem**

Participation to primary education by children is an important priority for any country and it remains a very basic right that each and every child needs to get. The Kenya government policy to achieve Universal Primary Education (UPE) has to be seen within developments in the wider international context.

However, serious challenges have bedevilled the implementation of the FPE policy despite the Kenya's government efforts towards the realization of Education For All (EFA), (UNICEF & World Bank, 2009). In studying the participation levels of education in Makutani Division, Marigat District, Baringo County, this study intended to also investigate the influence of cattle rustling on pupil enrolment, promotion and completion rates. This will be met by fulfilling the purpose below.

## **1.3 Purpose of the study**

The purpose of this study was to establish the influence of cattle rustling participation on education in Primary education in Makutani division, Baringo district.

## **1.4 Research objectives**

The study was guided by the following specific objectives

- i) Establish how cattle rustling influences pupil enrolment in primary schools in Makutani division.

- ii) To identify the role cattle rustling plays with regards to pupils' promotion rates in primary schools in Makutani division.
- iii) To establish whether cattle rustling influence low retention rates in primary schools in Makutani division.
- iv) Assess how a cattle rustling affects school completion among primary school pupils in Makutani division.

### **1.5 Research questions**

In order to achieve the objectives of the study, the following questions were addressed;

- i) To what extent does cattle rustling influence pupil enrolment in primary schools in Makutani division?
- ii) To what extent does cattle rustling influence pupil's promotion rates in primary schools in Makutani division?
- iii) To what extent does cattle rustling influence retention rates in primary schools in Makutani division?
- iv) What is the relationship between cattle rustling and school completion among primary school pupils in Makutani division?

### **1.6 Significance of the study**

It is a hope that this study may be of assistance to education stakeholders (teachers, parents and education administrators) in Makutani Division by measuring the influence of cattle rustling to participation in primary education in the area. These findings can be compared to those of other similar regions and influence critical

decisions that may improve participation in education. The findings might also be used to inform cattle rustlers, who may not comprehend the magnitude of their actions, on how their actions affect others. This can in turn be used in peace campaigns in the region.

### **1.7 Limitations of the Study**

The study was limited to primary schools in Makutani division of Marigat District; hence the findings and interpretations may be applied in other parts of the country where cattle rustling are a problem as far as learners' education performance is concerned. However, some teachers and local leaders may have fail to give honest information for fear of their lives thus making it hard to find out the most effective solutions to improve academic performance of their children. However, this was countered by assuring them high confidentiality in the responses that they gave

### **1.8 Delimitations of the study**

The study was conducted among primary schools in the division and only targeted those involved in primary education. This includes pupils, parents, teachers and divisional administration. Data is intended to be collected between the months of April and May 2014.

### **1.9 Assumptions of the study**

The basic assumptions made in this study are:-

- i) The respondents gave truthful and sincere information during the interview
- ii) There is adequate provision of physical facilities, learning material in schools

- iii) There was enough professionally qualified teaching staff.
- iv) Cattle's rustling has made Makutani Division very unsafe.
- v) Respondents were willing to give right answers.

### **1.10 Definition of significant terms**

**Cattle rustling** refer to practice that involves stealing or planning, organizing, attempting, aid or a betting the stealing of livestock by any person from any community where the theft is accompanied by dangerous weapons and/or violence

**Completion** refers to the process of bringing or coming to a natural or proper stopping point. In education, it means coming to a proper end of the process, with an issuance of a completion certificate. In this study, it means acquiring of K.C.P.E certificate after class eight

**Enrolment** refers to the process of registering formally as a participant or member. With regard to this study it will focus on formal registration of pupils to a primary school institutions, at any grade levels (from class one to class eight) that exist in the institution.

**Participation** refers to the act of being involved in sharing in the activities of a group. This study considers participation in education, which involves pupils, teachers and parents. Their contribution to the education process is what this study focuses on.

**Promotion** refers to the advancement from one level to the next in an institution. In this study, it means advancement from one class to the next, by a pupil.

**Retention** refers to the amount of information a pupil can keep after undergoing a lesson in class.

### **1.11 Organization of the study**

The study is organized into five chapters, chapter one introduces the study by giving a brief background to the research problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations, basic assumptions delimitations and definition of significant terms. Chapter Two includes literature review highlighting the theories behind emergency education systems; this is then followed by empirical studies related to the study. Chapter Three describes the research methodology used in the study which includes design, target population, sample size and sampling technique research instruments, data collection procedures and data analysis techniques. Chapter four focuses on data analysis and chapter five gives summary, conclusion, recommendations and suggestions for further studies.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter reviews literature on factors affecting participation in education. The purpose of this study is to determine how cattle rustling, a cause of emergency situation, influences participation in primary education in Makutani division of Marigat District.

The chapter highlights the concepts of education in emergencies with special reference to participation in primary education. It starts with the concept of cattle rustling with reference to literature that is relevant to this study. It then proceeds to empirical literature that touches on the factors affecting participation in primary education. This is followed by the theoretical framework, conceptual framework and a summary of literature review.

#### **2.2 Concept of cattle rustling on pupils' participation in primary education**

Cattle rustling are practices among the cattle rearing communities in Kenya. However, in post-modern Kenya, cattle rustling has transformed from being a customary means of livestock restocking where traditional weapons such as bows and arrows and spears were used to a commercial practice where sophisticated weaponry is used.

Conflict over alleged rustling was a major issue in the Johnson County, in the U.S state of Wyoming (Johann Moritz Rugendas, 1858). The transition from open range to

fenced grazing gradually reduced the practice of rustling in North America. In the 20<sup>th</sup> Century, “suburban rustling’ become more common, with rustlers anesthetizing cattle and taking them directly to auction. It often takes place at night, posing problems for law enforcement because on very large ranches it can take several days for loss of cattle to be noticed and reported. Conviction is rare to non-existent (Angel, 1892).

So far it is an area that had provoked quite a number of researchers for the simple reason that, security and education forms an integral part of an individual’s life and a National base form an individual’s life and a and a nations base for development. Kenya and many other countries have used national examinations at various levels to assess the achievements of their educational goals. Individuals undertaking education have been either promoted to higher levels or disqualified at a certain stages because of these examinations. Thus it is for this reason that schools usually face challenges from educationist, parents as well as politicians on performance as far as examinations are concerned. These have been the main driving forces behind several researchers to identify factors that affect pupils’ academic achievements since there were variations in which some schools in secure areas realize good performance while others in livestock raiding areas become victims of performance.

Modernity has brought with it a more deadly form of cattle-rustling, and has raised concern because of its sophistication. Raids are well planned and executed with military precision characterized by the use of modern and destructive weapons. Cattle raiders are known to use small arms and light weapons such as Mark 4, German Riffle 3, Alexander Klashikov 47, grenades and mortars. This has virtually transformed

cattle rustling from a traditional practice to a highly organized crime. The primary element in these raids is that the cattle stolen are taken to urban centers where they are slaughtered and sold as beef. Only in rare cases the cattle are used to restock a community whose resources got depleted. This new development has made cattle rustling a very profitable business, leading to its commercialization (Karanja, 2003).

According to Hendrickson, Armon and Mearns (1996) article on livestock raiding among the pastoral communities of Kenya. The article argues that the long-persisting and erroneous conception of famine among the pastoral communities in Kenya as an essentially drought-driven-event has given way to growing recognition today of the key role which livestock raiding plays in the breakdown of coping strategies. However, this article argues that the phenomenon of cattle raids parse is not the problem. Rather it is the fashion in which raiding has been transformed over the years; from a cultural practice with important live hood enhancing functions, into more predatory forms driven by an economic logic and modern forms of violence, which attributed to low performance in schools, school drop outs, causing death, deserting the school premises, frequent transfers of teachers and incompetent school administrators.

### **2.3 Effects of cattle rustling on participation to primary education**

It is believed that violent conflicts around the world have involved around 300,000 children, both boys and girls, under the age of eighteen (Blattman et al 2010, World Bank 2005). More than 27 million children are estimated to be out of school as a result of emergency situations. According to the 1996 United Nations report on the Impact

of Armed Conflict on Children, coordinated by Graça Machel, two million children died during armed conflicts between 1986 and 1996 in Mozambique. Six million children were seriously injured or permanently disabled, and millions more were separated from their families, physically abused, abducted into military groups and, particularly in the case of girls, traumatized by sexual violence and rape.

Cantwell (1997), revealed that in Rwanda alone, as many as 300,000 children were killed within a period of three months in 1994, while vast numbers were physically and psychologically maimed and forced to flee their homes. In Chechnya, 40 per cent of civilian casualties from February to May 1995 were children. In Bosnia and Herzegovina, over 15,000 children were killed during fighting (UN, 1996). Many children drop out of school before completing a full primary cycle. In sub-Saharan Africa alone, 10 million children drop out of primary school every year. In Pakistan, almost half of children aged 7 to 16 from the poorest households are out of school, compared with just 5 percent from the richest households. In conflict affected poor countries, 28 million children of primary school age are out of school constituting 42 percent of the world total. Children in conflict-affected poor countries are twice as likely to leave schooling before completion as compared to other conflict free areas. Only 79 percent of young people are literate in conflict affected poor countries, compared with 93 percent in other poor countries. State and non-state parties involved in armed conflicts are increasingly targeting civilians and civilian infrastructure. Schools and schoolchildren are widely viewed by combatants as legitimate targets, in clear violation of international law. With over 60 percent of the population in many is critical to overcoming the economic despair that often contributes to violent conflict.

Too many children entering school systems fail to complete a primary education cycle (UNHCR 1994).

In 1996, Graça Machel presented her report on children trapped in armed conflict to the United Nations General Assembly. The report revealed the hidden face of conflict the face of a child subjected to unspeakable brutality. This is a space devoid of the most basic human values, the Machel report commented. Such unregulated terror and violence speak of deliberate victimization. There are few further depths to which humanity can sink. The international community must denounce this attack on children for what it is intolerable and unacceptable (Machel, 1996). According to UNESCO (2012), approximately 42 percent of children in Sub-Saharan Africa drop out of school early. Ensuring that children enter school at the appropriate age, that they are prepared for school and that schools can deliver high quality education in the early grades are among the key requirements for reducing dropout rate (Ibid, 1996). Although rapid significant progress has been made in providing access to education for a number of children in the past decade, there is still over 11.4 million school aged children who are out of school in the Eastern and South African region (UNESCO 2008). It is believed that violent conflicts around the world have involved around 300,000 children, both boys and girls, under the age of eighteen (Blattman et al 2010, World Bank2005). More than 27 million children are estimated to be out of education as a result of emergency situations. A large proportion of these are internally displaced (Mooney, Craven &Halse, 2005).

In Kenya, recurring conflicts such as cattle rustling have often disrupted learning and adversely affected school systems and substantially damage. Both girls and boys are endangered but girls seem to be more vulnerable to the repercussions of the conflict. Boys keep moving with poisoned arrows in defense of their cattle (Kikechi et al., 2012). At this time due to the insecurity in the area girls are prone to sexual harassment and brutality leading to rape. Security should therefore be tightened in conflict prone zones and also affected are the youth who are disadvantaged since they go to fend for themselves and their family. Increase in crime destabilizes communities and denies the young people opportunities to access basic education (Kikechi et al., 2012).

Cattle-rustling menace in some parts of Baringo North leads to many deaths. Children are not spared the agony and those who survive suffer poverty and neglect. Consequently, affected parents of cattle rustling together with their children hide in market places, local chiefs' camps, religious centers, or roam in the village begging for security and maintenance. These parents are not able to finance their children's education. It is noted that the psychological trauma the children suffer is likely to hurt them for the rest of their lives. Many of these children have been forced to leave school (Katam, 2012).

Institutional factors in relation to effects of cattle rustling on school factors include the environment of teachers and the learning space. In extreme cases of violent conflict, schools have been used as battlefield for conscripting child soldiers and attacking teachers. In the conflict in Mozambique, for example, 45per cent of the primary

schools were destroyed, and in Rwanda 66 per cent of the teachers fled or were killed UNESCO (2012). During and after the *Intifada*, Israel forced the closure of schools for Palestinian children in occupied territories, in some cases for two years or longer and this seriously disrupted learning.

The destruction of infrastructure, the absence of teachers and reductions in schooling capacity during violent conflicts across the world affects primary schooling disproportionately (Aguilar & Retamal, 1998). Due to the destruction of industries and infrastructure, job opportunities for skilled labor like teaching may become scarce where schools do exist they tend to be temporary, under-resourced, overcrowded and limited to primary education. In cases of refugees residing in camps, accessing schools outside the camps may not be an option due to issues of safety. The loss or confiscation of personal documents also makes enrolment difficult for displaced populations (Aguilar & Retamal, 1998).

He further argue that education has the potential to act as a force for peace but too often schools are used to reinforce the social divisions, intolerance and prejudices that lead to war. No country can hope to live in peace and prosperity unless it builds mutual trust between its citizens, starting in the classroom. State and non-state parties involved in armed conflict are targeting school children, teachers, civilians and schools with almost total impunity. This is especially true where rape and other forms of sexual violence are concerned. EFA stakeholders should act as a far more forceful advocate for human rights. Schools should be seen first and foremost as places for

imparting the most vital of skills: tolerance, mutual respect and the ability to live peacefully with others (Aguilar & Retamal, 1998).

According to Mooney et al., (2005), armed groups involved in conflicts have always targeted educational facilities with classrooms routinely bombed, burned or threatened. The combined effect of attacks on children, the fear, insecurity and trauma experienced by people living in conflict zones, and damage inflicted on schools is holding back progress on all the education for all goals. It should be noted with concern that the promise of action tomorrow is a poor response to children who are today losing their only chance of an education. Journeys to school become a life threatening experience and conflict and displacement have grave consequences for education. It is believed that education systems cannot be fully insulated from the effects of violence (Mooney et al., 2005).

The damage that armed conflicts cause on education is something that cannot be underestimated. Current patterns of violence with armed parties actively targeting children and schools are destroying opportunities for education on what may be an unprecedented scale (World Bank, 2005). Once safe and protective policies are put in place, it ensures regular school attendance and reduction of truancy. Regular school attendance is interrupted when children and their family members fear violence or abuse on their way to and from school. Therefore, it is necessary and very important to make sure that a fence has been put around the school for security purposes. When children are safe and protected in school, they can pursue their education to completion and will enhance retention rate.

## **2.4 Formal schooling in the pastoralist communities**

The provision of formal education can be presented as antagonistic to nomadic society and traditions when viewed from the perspective of EFA, as Krätli and others contend. As a mechanism of cultural transmission, a 'good education' should promote the efficient adaptation of a society to its particular environment (Kratli, 2000). Therefore, the informal and non-formal educational processes, already exists in nomad society, will be those that promote their own cultural forms and modes of subsistence, with advantages adapted to their specific environments. However, formal education promotes a world view and a human environment derived essentially from the western historical context where it originally developed. It is therefore more relevant to western culture and socioeconomic realities, where nomadism never formed a part of the socio-economic or cultural dynamic, is an anathema and can therefore be represented as at a lower level in the evolutionary scale of human development. The structures of formal (western) education can therefore be argued to threaten the integrity of pastoral society and its specific needs, a process which can happen in three ways:

First, by focusing almost exclusively on individual children, formal schooling detaches a child from the livelihood and welfare of its household, which conflicts with the structural organization of pastoral economies (and many other traditional societies) in which the basic unit is the household, not the individual. Parents may not consent to their children attending school as it is not in the best interest of the household as a whole. Representing such an action as the contravention of a fundamental individual right may, therefore, not only be inappropriate, but legitimate state interventions well

beyond the scope of education, while simultaneously circumventing valid issues of accountability and the quality and availability of educational provision. Krätli (2000) draws attention to the contentious issue of child labour in this respect, pointing out that although generally viewed in negative terms (particularly in the west), traditional families and children themselves may regard household work in a far more constructive light as being educationally beneficial.

The imposition of formal western-style schooling in traditional societies, such as that of nomadic pastoralists, is far from being as straight forward or as beneficial as some would like to maintain. Certainly it is true that the nomadic peoples, who are the subject of this review, may have good reason to be cautious of the potentially negative aspects consequent on consigning their children to the kinds of formal schooling initiatives that have prevailed until recently and in many cases are still the only options presented for them. At the very least they are parting with a key household labour resource – personnel who share herding responsibilities and other household tasks – for an uncertain profit, with the added risk that the process may even ‘deculturate’ the children and dispossess them of important traditional skills and knowledge.

Second, the emphasis on the universal value of primary schooling means that it may be difficult to recognize the ideological dimension of educational practices on the ground (Bray, 1986). Although equity in the state’s provision of services to its citizens is obviously an important goal in principle, the flags of equity and children’s right to education may veil, more or less, deliberate practices of cultural assimilation of

minority groups into the dominant society. This process has a long and rarely honourable history, for education has long been recognized as a key instrument for social change and control, and particularly for reshaping minority or subjugated peoples into a form more acceptable to the ruling members or majority. The mind of the twentieth century western rationalist has followed on from that of the earlier missionary in being appalled at the 'ignorance' of tribal peoples and their obstinate adherence to traditional belief systems and practices.

Third, the satisfaction of basic learning needs is thought to bring out, as a consequence, the empowerment of individuals. In principle, this seems particularly appropriate for nomads, given that, in most cases, they are minorities suffering problems of under-representation, social, economic and geographic marginalization as well as incorporation by hegemonic groups. However, in practice the notion of empowerment is often presented as an automatic result of the elimination of disempowering illiteracy. For those pastoralists who take up schooling, they may do so either for the personal advantage of acquiring new skills, income, or other benefits that may advantage their household, or because pastoralism is no longer considered to be economically, or perhaps even socially and culturally, sustainable. Parents under these circumstances might decide to have one child often their eldest son educated, with his eventual wages being expected to provide a valuable and probably more reliable supplementary income for the household economy as a whole.

Krätli (2000) further remarks that strategies to make education more superficially relevant to their interests by, for example, introducing stock-raising knowledge into the formal education curriculum in order to make it relevant to livestock keeping, are unlikely to impress, for “from their point of view, they turn to schooling because they have lost trust in pastoralism as a viable option for their children” (Krätli, 2000). Education and schooling are of vital importance to community, family and individual welfare and for this reason is often eliminated during conflict as a tactic of combat. The school building may be the only substantial permanent structure in a community, making it highly susceptible to shelling, closure or looting. There is a crisis in education provision in war zones.

The capacity of the state to deliver even a basic education service during conflict is very much reduced. Education requires consistent funding, complex administrative systems and close collaboration between policy-making and funding bodies at the national, regional and local levels, as well as with agencies responsible for implementation, supervision, monitoring and evaluation. Maintaining such a system during political turmoil when funding, staff, pupils and communications generally are jeopardised often proves impossible. In some conflict zones there is no recognized or functioning state: in others, education budgets do not even cover staff salaries.

While few countries are able to sustain national education systems during intense violence, conflict is often periodic, or seasonal, and in some countries rudimentary services are run during lulls in fighting. In South Sudan, for example, fighting is most intense during the dry season, when people are dispersed some distance from the schools. They return with their cattle during the rainy season, making it feasible for

children to attend school at this time of year. Even where much effort is made to maintain education during conflict, quality and coverage are likely to be seriously undermined. UNICEF estimated that in 1992 of the 1,000,000 primary age children in South Sudan only 30 per cent were receiving basic education and of those only 1 in 5 was a girl (van de Linde, 1995).

#### **2.4.1 Retention rates in primary education in conflict areas**

The Glenn Commission (U.S. Department of Education 2000) argues that “high quality teaching requires that the teachers have a deep knowledge of the subject matter”. The teachers in emergency prone areas can be having deep knowledge of teaching various subjects but due to insecurity the quality of their knowledge in teaching may not be realized because of lack of consistency in the teaching learning procedures.

Teachers are also prime targets, largely because they are regarded as important community members and are frequently more than usually politicized (Graham-Brown, 1992). This affects the amount of knowledge imparted to pupils. The pupils on the other hand are under pressure and cannot easily retain information taught. In Turkey, teachers have been caught in the middle of political conflict: The Turkish authorities have pressured teachers to inform on their pupils and their families, making their position untenable in the local community. At the same time the rebels threatened teachers for continuing to teach the Turkish curriculum, which denies Kurdish identity (Graham-Brown, 1994). During the crisis in Rwanda, more than two thirds of teachers either fled or were killed. Most were Tutsis.

Teachers in Somalia would not work in schools outside their clan area for fear of violence; the reduction in female teachers due to poor security was especially notable (Jama, 1992). There was also a dramatic decrease in the number of pupils in Somalia. The closure of many rural schools and the long distances between those institutions that remained open left very few educational facilities that were considered suitable for girls. In some cases, this accelerated their early marriage. As tribal warriors and looters, school-age boys became crucial to family survival and defense, making education participation impracticable for them also. A survey in Mozambique revealed that more than one third of children had experienced damage to or destruction of their school during the war (Raundalen & Dyregrov, 1991). By 1989, 45 per cent of all primary schools had either been closed or wrecked (Graham-Brown, 1994). The provinces of Tete and Zambezia, those most affected by Renamo actions, were deprived of 80 per cent of their schools. On taking examination, pupils' performance was poor, showing poor retention rates.

In Somalia many schools were destroyed by the warring factions, while others were closed down or looted (Jama, 1992). Reserves of school materials and supplies were very low, mainly because of transport problems. Almost half of primary schools in Rwanda and all of the generally better equipped secondary schools were ransacked, even when children are able to continue attending school, their ability to learn maybe seriously impaired by psycho-social distress or poor physical health. Concentration, comprehension and the ability to memorise information are often badly affected. For example, teachers and pupils in one Palestinian study reported that they had difficulty concentrating, especially if they had witnessed or experienced beatings, shooting and

killings, or had family members who were in prison or in hiding (Nixon, 1990). This leads to poor participation in the academic process, escalated school drop-out rates. Some researchers have found that exposure to violence also impairs moral learning, especially among young combatants and others involved in active fighting (Boothby, Upton & Sultan 1991).

#### **2.4.2 Primary school promotion and completion in conflict areas**

Preston (1988) highlights that education is often associated with formal state schooling. But in practice it is a much broader phenomenon encompassing also the learning and socialization that take place informally within the family and community. In rural areas these informal mechanisms may be the only ones available to children. Informal education is deeply compromised by the social upheaval associated with conflict. Changes in social and economic roles within the family, disruption to community and family life, family separation, psycho-social distress and the attrition of figures of moral authority and leadership all undermine the transmission of values, knowledge and skills across the generations.

While education may be a high priority for civilians, it is usually of little concern to the militant. Because education (unlike health) offers no obvious direct benefit for combatants, the corrosion of education budgets is not seen as problematic. Public expenditure on education was reduced to virtually nil during the fighting in Somalia for example (Jama, 1992). This saw the recruitment of teenagers to being soldiers. In the period 1970 to 1988 the bulk of recurrent expenditure was absorbed by defense and security needs, and both the level and share of education of government

expenditure declined. Similarly, from 1985 onwards there was a considerable drop in resources allocated to education in Mozambique due to the war of attrition waged by Renamo. By 1987 the education budget made up just 2.8 per cent of GDP, down from 4 per cent in 1983 (Graham-Brown, 1992). This forced cuts in books, equipment, furniture, writing materials and maintenance of buildings.

Milu, (2010) noted that drop-out rates in primary schools in Kenya are higher among pupils from poor households compared to those from wealthier households. These drop-out rates increased with the onset of FPE across the country. This was attributed to the basic needs poor households faced compared to their wealthier counterparts.

## **2.5 Summary of literature review**

This chapter sought to relate cattle rustling and its influence on participation in primary education. Related literature was reviewed which informed the theoretical, empirical and conceptual framework for this study. The foregoing researches are inclined to say that access to education and educational performance whether good or poor depend on several factors as observed by the researchers. The studies, for instance Miluet. Al (2010), Jama (1992), Eshiwani (1981), Onguyi (1986) and Graham-Brown (1992), elaborate on education in emergencies after conflict and the roles stakeholders play. None of the studies, however, have any information on participation to primary education in Makutani Division, Baringo County, which is a cattle rustling area. This is the gap that this study intends to fill.

## **2.6 Theoretical framework**

The term “education in emergencies” is commonly used as short-hand to refer to the theories and practices guiding the provision of education in contexts of crisis and post-crisis transition (Sinclair, 2001). It refers broadly to multiple levels and types of education (i.e., from pre-primary, primary, secondary, and tertiary to formal, non-formal, and vocational) and to multiple types of crisis (i.e., from acute emergencies, to protracted refugee contexts, to post-conflict recovery and civil war to natural disasters). This study will look at EIE with focus to formal education in school set up.

Schools are social systems in which two or more persons work together in a coordinated manner to attain common goals (Norlin, 2009). This definition is useful, for it specifies several important features of schools: (1) they consist, ultimately, of people; (2) they are goal-directed in nature; (3) they attain their goals through some form of coordinated effort; and (4) they interact with their external environment. The definition, however, does not elaborate on one important feature of schools deserving special attention: All schools are open systems, although the degree of interaction with their environment may vary.

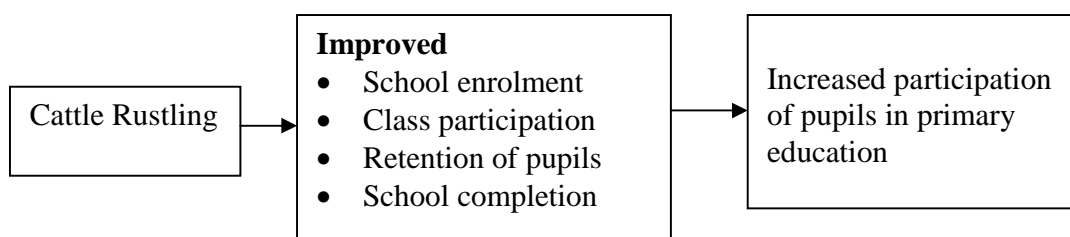
According to open-systems theory, schools constantly interact with their environments. In fact, they need to structure themselves to deal with forces in the world around them (Scott, 2008). In contrast, a closed-system theory views schools as sufficiently independent to solve most of their problems through their internal forces, without taking into account forces in the external environment. Consider a school closing or realignment

of school boundaries for example; it affects the people in the school and those outside it. Systems theory works on the inside and outside of the organization, as a way of understanding and anticipating the consequences of any decision (Ahrweiler, 2011).

This study is based on this similar form of education, where violence erupts during the education process. This touches on various socio-economic factors that have direct and indirect influence to participation in education. Households lose their key source of income to cattle rustling, and are deprived a means of meeting daily needs. Survival being key compared to education, households would forego sending children to school. Cattle rustling also cause insecurity may lead to loss of lives, greatly affecting participation in education. As soon as the situations calm down some children are sent to school while some do not continue with their education.

## 2.7 Conceptual framework

The conceptual diagram shows the relationship between the variables. These variables are assumed to be directly and indirectly related such that a change in the independent variables causes a change in the dependent variable.



*Figure 2.1: Conceptual framework showing the influence of cattle rustling on pupils' participation in primary education*

Figure 2.1 shows that in order to improve participation in education, dependent variable there needs to be enrolment in schools, promotion from class to class, retention and school completion (input process). In the course of the process, there is a cattle rustling, which affects the output process by having direct or indirect impact on the input process.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter describes the research methodology used in collecting and analysing data. The section is organized along the following subheadings namely; research design, target population, sample and sampling techniques, research instruments, instrument validity, reliability of instruments data collection procedures and data analysis.

#### **3.2 Research design**

A research design refers to the procedures used by the researcher to explore the relationship between variables from subjects into groups, administer measures in relation to the groups and analyze the data. According to Orodho (2005), descriptive survey design is a technique in which detailed information concerning a social phenomenon is gathered by posing questions to respondents. The study will use descriptive survey design using both qualitative and quantitative approaches because it intends to avail useful detailed information on the factors influencing pupils' participation in primary education in cattle rustling prone areas of Makutani Division in Baringo County. This choice of design was based on the fact that it seeks to obtain information that describes existing phenomena by asking individuals their perception, attitude, behaviour or values .It can be used to explore and/ or explain existing status of two or more variables. It is a flexible design and a measurement of characteristics of a large population.

### **3.3. Target population**

Target population is defined as that population to which a researcher wants to generalize the results of the study (Mugenda & Mugenda, 2003). The study targeted all primary schools in Makutani Divisions of Marigate District. There are 22 primary schools in the division. The division also has twenty two (22) head teachers, one hundred and seventy six (176) teachers, four (4) chiefs and two hundred and twenty (220) PTA members.

### **3.4 Sample and sampling techniques**

Sampling is the process of selecting individuals for a study to represent the whole population. According to Mugenda and Mugenda (2003), the technique allows the researcher to use the cases that have the required information with respect to the objectives of the study. Purposive sampling was used to ensure that the entire population of the study is represented. Purposive sampling refers to non-random (non-probability) sampling technique in which participants are selected for a study because of some desirable characteristics.

Gay (1987) says that a sample of 10% of the population is considered to be the minimum while 100% of the population is required for a small population. This is used in drawing samples from various cohorts of a population which have different sizes and varying significance in a study. Large populations attract a small percentage of the sample size while a small population call for larger representation in the sample size. This study therefore sampled 20% of the teachers, 50% head teachers, 10% of parents and all the local leaders of Makutani Division.

Using the above technique, the sample size has been calculated as follows:

**Table 3.1 Sample Population**

<b>Component</b>	<b>Target Population</b>	<b>Percentage Sampled %</b>	<b>Sample Size</b>
Head teachers	22	50	11
Teachers	198	20	39
Chiefs	4	100	4
Parents	220	10	22
<b>Total</b>	<b>422</b>		<b>65</b>

### **3.5 Research Instruments**

The study employed questionnaires for the head teachers and teachers and Focus Group Discussions and Interviews, parents and the chiefs (Appendix II, III, IV and V). This is because the topic under study touches on a sensitive issue among the community members and most preferred for anonymity. This also gave a chance to collect in depth information from respondents who feel at risk of being exposed to vulnerability.

### **3.6 Instrument Validity**

According to Mugenda and Mugenda (2003) validity is the accuracy of inferences which are based on the research results. Validity of the instrument was done by involving other master's students and supervisors in discussing the questionnaires. The rationale behind this is that it was an open discussion where members of the same society are participating. It was therefore expected that went go through the same

experiences and others can attest to it. Face validity was determined by asking a sample of the respondents to answer and comment on the questions.

### 3.7 Instrument Reliability

In order to improve the reliability of the instrument, an assessment of the consistency of the responses on the pilot questionnaire was done. Test-retest technique of reliability testing was used whereby the pilot questionnaires were administered twice to the respondents, with a one week interval, to allow for reliability testing. Then the scores were correlated using Pearson Product-Moment Correlation formula to determine the reliability coefficient.

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$$r_{xy} = \frac{N \sum xy - (\sum x) \cdot (\sum y)}{\sqrt{\{N (\sum x^2) - (\sum X)^2\} N (\sum y^2) - (\sum y)^2}}$$

$r_{xy}$  = Correlation coefficient

N = The number of samples

$\sum X$  = Total score odd items statement

$\sum Y$  = Total score even items statement

$\sum XY$  = The number of multiplication of X and Y

The reliability test was carried out using the above formulae and the correlation coefficient of 0.88 was found after carrying out the test. This was acceptable as recommended by Mugenda and Mugenda (1999).

### **3.8 Data Collection procedures**

A permit was obtained from the National Council of Science and Technology. Copies of the permit was presented to the District Commissioner and District Education officer, Marigat district who further granted permission to visit schools under their areas of jurisdiction. The researcher contacted the primary head teachers through a letter and thereafter made arrangements for the actual schools visits (Appendix 1). A date was then set to have a meeting at a venue and hold focus group discussions as per the guide (Appendix III and IV). An appointment was also arranged with the chiefs so as to administer the interview as per the interview guide.

### **3.9 Data analysis**

The raw data collected using the questionnaire was edited and cleaned by checking for any inconsistencies. The close-ended and open ended questions were coded. After coding the template was prepared and was fed into SPSS (Statistical Package For Social Sciences). The SPSS was used to analyse data descriptively to yield results which are presented by use of frequency tables.

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND INTERPRETATION

#### 4.1 Introduction

This chapter present data which was analysed from the questionnaires and interview schedule. The chapter aims at linking the results of this study with literature from studies carried elsewhere in order to draw comparison. The chapter focuses on the questionnaire return rate, demographic information of the respondents, data presentation, interpretation and discussion of findings which focused on the influence of cattle rustling on pupils participation on education, pupils enrolment, retention and pupils promotion from one class to another

#### 4.2 Questionnaire return rate

Questionnaire return rate is the proportion of the questionnaires that are returned after they have been administered to the respondents. All the 50 questionnaires which were given out to both head teachers and teachers were returned making the questionnaire rate to be 100%. The questionnaire return rate is as in Table 4.1

**Table 4.1: Questionnaire return rate**

<b>Designation</b>	<b>Questionnaires administered</b>	<b>Questionnaires returned</b>	<b>Percentage</b>
Teachers	39	39	100
Head teachers	11	11	100
<b>Total</b>	50	50	100

### 4.3 Demographic information

The study sought to establish demographic information of the respondents such as age, level of education and length of service

#### 4.3.1 Gender of the respondents

The study sought to establish the gender of the teachers and Head teachers, this aimed at establishing whether the views of all genders were considered for the study. The results are as in Table 4.2

**Table 4.2 The gender of teachers and head teachers**

Gender	Teachers		Head teachers	
	Frequency	Percentage %	Frequency	Percentage %
Male	16	40	8	70
Female	23	60	3	30
<b>Total</b>	<b>39</b>	<b>100</b>	<b>11</b>	<b>100</b>

Table 4.2 shows that in the teaching fraternity females dominate males at 60% and 40% respectively but on school leadership matters males dominate at 70% and 30% respectively. This implies that there are a few female teachers who are in leadership positions

### 4.3.2 Age of the respondents

The study sought to establish the age of the head teachers and teachers, this aimed at ensuring that the head teachers and teachers across the ages were involved in the study. The results are as in Table 4.3

**Table 4.3 Ages of the respondents**

Age category	Teachers		Head teachers	
	Frequency	Percentage	Frequency	Percentage
Below 25	5	13	0	0
25-34	10	26	2	18
35-44	12	31	4	37
45-54	8	20	3	27
Over 54	4	10	2	18
<b>Total</b>	<b>39</b>	<b>100</b>	<b>11</b>	<b>100</b>

Table 4.3 shows that over 50% of the teachers and headteachers are above 35years of age. This implies that they have been living in Makutani division for a long time to witness cattle rustling and its effects on children participation in primary schools in Marigat district.

### 4.3.3 The educational level of respondents

The respondents were asked to indicate their education level, this aimed at establishing the qualification of the teachers teaching in primary schools in the area. The results are as in Table 4.4

**Table 4.4 Professional qualifications of respondents**

	<b>Teachers</b>		<b>Head teachers</b>	
	<b>Frequency</b>	<b>Percentage %</b>	<b>Frequency</b>	<b>Percentage %</b>
Untrained	8	20	0	0
P1	16	40	5	45
Diploma	8	20	3	30
Degree	6	15	2	15
Masters	2	5	1	10
<b>Total</b>	<b>39</b>	<b>100</b>	<b>11</b>	<b>100</b>

Table 4.4 indicates that 41% of teachers and head teachers have P1 qualification and the rest 59% are above P1 qualification. This is an indication that teachers are qualified to teach in primary schools but their delivery of curriculum is affected by high rate of cattle rustling in the area

#### **4.3.4 Length of service for teachers and head teachers**

The length of teachers' service and head teachers length of service in leadership position was sought. This aimed at establishing the length of service for the teachers in order to find out their experience. This was based on the assumption that those teachers who have taught for a long time are able to clearly link cattle rustling with pupils' participation in school. The results are as presented in Table 4.5

**Table 4.5 Teachers and head masters length of service**

<b>Years</b>	<b>Teachers</b>		<b>Head teachers</b>	
	<b>Length of service as teachers</b>	<b>Length of service as head teachers</b>	<b>frequency</b>	<b>Percentage</b>
	<b>Frequency</b>	<b>Percentage %</b>		<b>%</b>
0-5 years	12	30	0	0
6-10 years	16	40	2	20
10-15 years	8	20	3	30
Above 15 years	4	10	6	50
<b>Total</b>	<b>39</b>	<b>100</b>	<b>11</b>	<b>100</b>

Table 4.5 shows that 50% of the head teachers have served for more than 15 years. This is an indication that for one to be a head of a school one must have served for a long time as a teacher. This confirms that the responses given by the head teachers were based on the experience on teaching and therefore the responses are reliable. Table 4.5 also shows that majority of teachers 40% have served as teachers for 6-10 years an implication that their responses is grounded on wide experience on teaching

#### **4.4. Causes of cattle rustling**

In a bid to establish the effects of cattle rustling on pupils' participation in education the respondents were asked to identify the causes of rustling in the areas, several reasons were given for the cause of cattle rustling. The results are as presented in Table 4.6

**Table 4.6 Causes of cattle rustling according to parents**

<b>Causes of cattle rustling</b>	<b>Frequency</b>	<b>Percentage</b> %
Availability of guns	9	40
Traditional value attached to the activity	2	8
Commercialization of the raided cattle	5	24
Poor leadership in the area	5	22
Need to have livestock to pay dowry	1	6
<b>Total</b>	<b>22</b>	<b>100</b>

During the discussion focus group, the parents were of the opinion that the prevalence or massive use of guns in cattle raiding is the major cause of and persistent cattle rustling in the area. 40% of the parents reported that, availability of guns is the major cause of cattle rustling. The other cause of cattle rustling is the traditional value attached to the activity as reported by 8% of the parents. The parents were of the opinion that a cattle rustling has been taking place in the area for a long time and therefore the practice has been accepted in the community as one of the values of the society. This makes cattle rustling to be a vice that cannot be wished off anyhow. They acknowledged that before the introduction of the gun, the residents and people in the neighboring community have been using traditional weapons such as bows and arrows to raid. Traditionally, both communities observed raiding rules including; theft of livestock, capture women and children, but there was no murder or destruction of

property. Captured women and children are integrated into winning community through socialization.

According to the parents, access to illegal firearms is blamed on the porous Kenyan boundaries in the north with Sudan; to the east with Somalia; and to the west with Uganda and the resistant armies. The presents of conflicts in these countries encouraged the free movement of arms into the hands of neighbouring communities besides, individual effort of acquiring guns, the respondents were of the opinion that Politicians were also involved in acquiring guns and ammunition for the residents. The availability of guns and presence of guaranteed markets for stolen animals escalated the practice of cattle rustling.

The other factor that promoted cattle rustling according to the parents was the willingness of some community members to provide food and transport to the raiders up to the areas where raiding took place and back to targeted. Poor leadership was also mentioned as one of the factors that contribute to cattle rustling. The poor leadership promoted laxity in the community on matters of security hence enabling the raiders to easily carry out the act scot-free

The other factor is commercialization of raided livestock, 23% of the parents held the opinion that commercialization of raided livestock accelerated cattle rustling. Commercialization here refers to the ready market or cash for stolen/raided animals. Unscrupulous business people with good links to politicians and senior government officials were reported to have organized and supervised cattle rustling for individual

gain. They purchasing stolen livestock at low prices and fetching high profits by selling them in major urban centers and international markets.

These activities implied raiding had become a source of livelihood to those who owned guns and a means of making quick wealth for themselves. Traditional values such as dowry/bride wealth were identified as factors that encouraged the youths to participate in cattle rustling accounting for 6%. The respondents reported that bride wealth is as high as 20 – 60 cows and 10 – 40 goats for one to get a wife. This figure is not uniform because it is pegged on the beauty, character and education level of the girl. As a result of a high stake associated with bride wealth the youth are highly motivated to carry out cattle rustling in order to get livestock to offer as bride wealth. This factor alone is responsible for the high turnout of raids conducted by neighboring communities.

The findings of this study mimics the work of JETEMS (2010) report which alluded that the arming of communities in preparation to war contribute to cattle rustling, they further said that illicit arms and light weapons can easily be concealed and transported from one place to another. The JETEMS report also indicates that physical boundaries cutting across traditional migratory routes and cattle rustling among the pastoralist communities is one of the main contributors of cattle rustling. The competition resources such as water and pasture escalate cattle rustling due to animosity created as the communities fight for these resources. A study done by Hendrickson (1996), confirms that, due to proliferation of small fire arms and commercialization of cattle rustling, there is a large-scale violent cattle raiding between neighboring pastoral

communities in Kenya. Another study done by Dietz (1987) says that livestock movement into grazing lands and watering points result into conflicts as a result of competition and sometimes the grazing lands and watering points stretch into crop-growing areas which result into conflicts. The KHRC (2010) also asserted that cultural practices is a major cause of cattle rustling since it is considered to be a deeply entrenched in cultural practices where young men steal livestock either as a show of heroism or for re-stocking their livestock for various purposes including payment of dowries.

#### **4.5 The influence of cattle rustling on pupils' participation in Primary education in Makutani division, Baringo district**

The main purpose of this study was to establish the influence of cattle rustling on pupils' participation in primary education in Makutani division. The respondents were therefore asked to indicate the extent to which challenges related to cattle rustling as indicated in Table 4.7 affects pupils participation in education.

**Table 4.7 Head teachers and teachers' opinion on the influence of cattle rustling on pupils' participation in Primary education**

*1= very small extent 2= small extent 3= moderate extent 4=large extent 5= Very large extent*

<b>Challenge</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
Poverty due to stolen cattle	10	15	5	60	10
Death of parents to support pupils	0	0	0	20	80
Children involved in cattle rustling	50	10	20	15	15
Lack of learning facilities due to destruction	70	10	0	10	10
Inability for pupils to travel to schools due to insecurity	0	0	0	15	85
Lack of enough teachers in schools	10	25	15	30	20
Fear of attack while at school	0	10	0	80	10
The Moran's who practice cattle rustling have no opportunity for accessing education	0	0	0	75	25
Forced early marriages due to poverty	40	20	0	10	30

N=50

Table 4.7 shows that there are several factors that affects pupils participation in education in Makutani division, such factors includes; Inability for pupils to travel to schools due to insecurity as attested by 85% of the headteachers and teachers who said it greatly affect pupils participation, Death of parents to support pupils as indicated by

80% of the head teachers and teachers who said it affects to a large extent, Fear of attack while at school 80% large extent, the Moran's who practice cattle rustling have no opportunity for accessing education 75% large extent and poverty due to stolen cattle as indicated by 60% of the respondents who said it affects participation to a large extent. According to the headteachers and teachers, other factors that affects pupils participation in primary education but not to a large extent includes: 20% children getting involved in cattle rustling, 40% lack of learning facilities to destruction during cattle rustling period, and 10% of children are forced to early marriages due to poverty.

#### **4.6 Influence of cattle rustling on pupil enrolment in primary schools**

The other objective of the study was to establish the effect of cattle rustling on students' enrolment. Both teachers and head teachers were asked to indicate whether cattle rustling affect enrolment in primary schools. Both teachers and the head teachers agreed that cattle rustling affect enrolment as shown by declining enrolments as shown in Table 4.8

**Table 4.8 Number of pupils in ten schools for the last three years**

<b>Year</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
<b>Number enrolled</b>	3018	2692	2540

Table 4.8 shows that cattle rustling contribute to declining number of pupils in schools. When the teachers and headteachers were asked to indicate the factors associated to cattle rustling which contributes to declining enrolments, they highlighted several factors as in Table 4.9

**Table 4.9 Factors associated to cattle rustling which contribute to declining enrolment in primary schools in Makutani Division, Marigat District according to headteachers and teachers**

*1= very small extent 2= small extent 3= moderate extent 4=large extent 5= Very large extent*

Factor	1 %	2 %	3 %	4 %	5 %
Insecurity	5	5	0	80	10
Poverty	0	0	0	75	25
Death of guardians/parents	20	10	0	60	20
Revenge attacks after cattle rustling	15	15	10	50	10
Migration due to cattle rustling	0	10	0	20	70

N=50

Table 4.9 shows that one of the factors associated to cattle rustling resulting to low enrolment rates includes migration of parents from one place to another to protect their animal from cattle rustling as indicated by 70% of the teachers and head teachers who said that migration to a very large extent affects pupils enrolments. The other factor is insecurity which forces children to opt to stay at home for fear of being attacked as they go to school as indicated by 80% of teachers and head teachers who agreed that insecurity to a large extent affects enrolments. Teachers were also of the opinion that cattle rustling can affect enrolment by making teachers to stay away from school and therefore pupils fail to go to school where there are no teachers. On the other hand lack of school fees due to poverty attributed to loss of livestock through cattle rustling

affect enrolment as indicated by 75% of teachers and head teachers. When the livestock is stolen parents have no money to pay school fees because most of parents rely on livestock as their source of livelihood. The death of parents also affects enrolment because elder children stay at home to take care of the young ones due to orphanage. Absenteeism by either the student or the teacher leads to either incomplete coverage of the syllabus or poor coverage. This can reduce the quality of education. Being in a cattle rustling area, being absent from school due to insecurity caused by cattle rustling would be understandable.

The head teachers were also of the opinion that residents are nomadic pastoralists whose main economic income rely heavily, if not entirely, on cattle. Instances of cattle rustling would therefore take away a big source of revenue from the family and this would affect any household's expenditure. This could be an explanation to absenteeism due to school fees according to Hendrickson, Armon and Mearns (1996) the fashion in which raiding has been transformed over the years; from a cultural practice with important live hood enhancing functions, into more predatory forms driven by an economic logic and modern forms of violence, which attributed to low performance in schools, school drop outs, causing death, deserting the school premises, frequent transfers of teachers and incompetent school administrators. The same sentiments were shared by village elders and chiefs who said that incidences of cattle rustling lie in cultural practices that are deeply rooted in lifestyle of pastoral communities, moralism, circumcision and payment of dowry are very common among pastoral communities hence affecting enrolment in schools.

The results of this study on the influence of cattle rustling on pupils enrolments concurs with Blattman et.al (2010), who mentioned that more than 27 million children are estimated to be out of school every year as a result of emergency situations, of which cattle rustling in Baring county is considered to be an emergency case. This is also cited by Katam (2012) who said that many of the children in conflict areas such as cattle rustling have been forced to leave school. Kikechi et.al, (2012), also said that when there is insecurity in learning institutions, girls fail to go to schools because they are prone to sexual harassment and brutality which eventually may lead to rape. This denies the pupils the opportunity to access basic education. They continue to say that recurring conflict in Kenya such as those caused by cattle rustling often disrupts learning and adversely affect school system and substantially damage. Both boys and girls are endangered. Boys keep moving with bows and arrows in defense of their cattle.

#### **4.7 Influence of cattle rustling on pupils promotion from one class to another according to teachers**

The study sought to establish the effect of cattle rustling on promotion of pupils from one class to another. This was informed by the reasoning that low promotion rate affects internal efficiency of education. The results were shown in Table 4.10

**Table 4.10: Factors influencing pupils promotion from one class to another**

<b>Factors</b>	<b>Frequency</b>	<b>Percentage %</b>
Cattle rustling	16	40
Absenteeism	8	21
Poor performance	6	15
Family separation	7	18
Psycho-social stress	2	6
<b>Total</b>	<b>39</b>	<b>100</b>

According to Table 4.10, 40% of the teachers attested that cattle rustling negatively affect promotion because pupils fail examinations. 21% indicates that high rate of absenteeism associated to cattle rustling is a factor which affects promotion. This result mimics the work of Preston (1988) who asserted that formal education is deeply compromised by the social upheaval associated with conflict like war or cattle rustling. 15% of the teachers indicated that poor performance due to lack of syllabus coverage is also a hindrance to promotion. 18% of the teachers indicated that changes in social and economic roles within the family, disruption to community and family life, family separation as contributed by cattle rustling is also a factor which affect promotion, while 6% of the teachers indicated that psycho-social distress also affects promotion. The same sentiments were also shared by Milu, et. al (2010) who noted that promotion rates in Kenya are low from pupils who come from households affected by conflict like wars and cattle rustling compared to those from peaceful

areas. This low promotion rate negatively affects the policy of FPE which sought to promote access to primary education.

#### **4.8 Influence of cattle rustling on pupils' retention**

Student retention rate is measured as the rate at which students remain in a learning institution, in relation to the required amount of time the student should spend in the learning system. This implies that high retention rates means high number of students who remain in the learning system to the completion point while low retention rate implies few students enrolled in schools stay in schools to the completion point.

In this study, the main focus on student retention rates was specifically channeled towards how cattle rustling influences retention rates. The findings are as presented in Table 4.11

**Table 4.11 Influence of cattle rustling on pupils' retention according to headteachers and teachers**

<b>Factor</b>	<b>Frequency</b>	<b>Percentage %</b>
Lack of fees	8	16
Poor performance	12	24
Lack of concentration	2	4
Absenteeism	8	16
Drop-out	12	24
Death of parents	8	16
<b>Total</b>	<b>50</b>	<b>100</b>

The findings in Table 4.11 show how cattle rustling influences retention rates among the student fraternity in Makutani division. The high dropout rate, 24% and absenteeism, 16% was attributed to male students opting to join the community in cattle rustling activities. Lack of schools, 16% as a result of stolen livestock, 24% poor performance due to lack of syllabus coverage, lack of concentration 4% due to fear of being attacked as they are in school and 16% death of parents due to being killed by the raiders. This is a similar finding to Kratli (2000) on why formal education cannot fit in the nomadic pastoralists' way of life. The lack of fees is attributed to the economic dependence on pastoralism, which is used to raise fees for children. This is impaired in case of cattle rustling. The gravest effect of cattle rustling to the society is death of community members.

#### **4.9 Influence of cattle rustling on completion among primary school pupils**

School and class completion is vital in the process of formal education as it is used to measure the internal efficiency of any education system. When pupils do not complete a particular education system the education system is said to be inefficient because it leads to wastage rates. A student needs to begin a class or education course and complete in order to acquire skills to make them useful and relevant in the society after schooling. To this effect the teachers were asked to indicate the extent to which they strongly disagree, disagree, neutral, agree or strongly disagree with some stamen related to cattle rustling in relation to school completion. The results are as in Table 4.12

**Table 4.12 Influence of cattle rustling on completion among primary school pupils**

*1. Strongly disagree, 2. Disagree, 3. Neutral, 4. Agree, 5. Strongly disagree*

<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
Cattle rustling lead to pupils drop out	0	0	0	10	90
Cattle rustling causes insecurity in learning institutions	0	10	0	70	20
Cattle rustling disrupts learning activities in schools	10	10	10	20	70
Cattle rustling leads to death of parents	0	10	10	60	20
Cattle rustling leads to poverty	0	0	10	20	70
Insecurity forces teachers to desert duty	0	20	0	50	30
Insecurity leads to teachers shortages	20	30	0	40	10
Revenge forces children to join armed conflicts	60	10	0	10	20

As presented in Table 4.12 it can be deduced that pupils dropout rate increases due to cattle rustling as indicated by 90% of the teachers and head teachers who strongly agreed that cattle rustling affects pupils completion rate. The other factor that affects completion is cattle rustling disrupting learning activities in schools and poverty as a result of cattle rustling. When learning is disrupted pupils tend to drop out of school hence leading to low completion rates. Cattle rustling also lead to death of parents, Insecurity hence teacher's shortages or teachers deserting their work. This affects completion rates because pupils will opt to stay away from school due to absence of teachers.

#### **4.10 Chiefs responses on influence of cattle rustlings on pupils participation in primary education in Makutani division**

The researcher conducted a discussion through an interview schedule. From the discussion, majority of the chiefs interviewed revealed that most of the communities affected by cattle rustling end up losing their livestock. This creates poverty hence affecting the pupils because their basic needs are not met and therefore lack concentration in their class work. It also strongly emerged from the discussions with the informants that practice of cattle rustling leads to abuses of children's rights and collapse of education. For instance, traditionally teenage boys after circumcision were engaged in cattle rustling from the neighboring communities hence abandoning learning. They also raised challenges such as traditional beliefs, for example moranism being a major pull factor that increased school dropouts among boys and also insecurity owing to cattle rustling and attacks from neighboring communities. According to the chief of Makutani Division, factors that exacerbate incidences of cattle rustling lie in cultural practices that are deeply rooted in lifestyle of pastoral communities, moralism, circumcision and payment of dowry are very common among pastoral communities. The challenges reported by the chiefs during the interview greatly affect pupils' participation in primary education in Makutani division.

#### **4.11 Parents responses on influence of cattle rustlings on pupils participation in primary education in Makutani division**

The parents during the focus discussion group, showed that banditry and cattle rustling have had negative impact on the community especially on women and children. There has been massive theft of livestock, looting and destruction of

property, collapse of education systems, insufficient infrastructural facilities. These and many other problems make survival of victims of cattle rustling difficult thus affects their pupils' participation in primary education. Persistent conflicts between neighbouring communities have caused negative impacts on the assessed division where education system has been affected by cattle rustling. At least four schools have been closed as conflict heightened, closure of the schools have caused a major blow to the free education programme being implemented by the Kenyan government.

#### **4.12 Suggested Conflict Resolution Mechanisms to Cattle Rustling in Kenya**

Although Kenya is prominently present and active in the international and regional initiatives on conflict resolution, the government has achieved very little in terms of controlling trade in illegal arms in rift valley. The government deploys General Service Unit (GSU); Anti Stock Theft Unit (ASTU); Administrative Police [AP] and Regular Police whenever cattle rustling takes place but cattle rustling still persists in the area affecting children schooling. This approach of conflict resolution has three weaknesses; one the officers lacks coordination particularly when a raid occurs, second is that officers are less armed compared to cattle rustlers who have sophisticated weapons and thirdly is whether the security officers should shoot at raiders who are citizens (Kimenju et al. 2003). These weaknesses make the security officers insufficient in curbing cattle raids and its associated impacts to residents of Marigat district. The government also organizes occasional security operations in the North Rift aimed at confiscating illegal arms from citizens. However these operations have failed because residents are intimidated in the process. The government has also used tactics of declaring amnesty to those willing to surrender guns, while using

threats and ultimatums to others. Whenever such security operations are carried out the residents are physically abused, molested and ripped of property. These government tactics have only served to create more hatred and despise for government security personnel in the region. Cattle rustlers who get forcefully disarmed ending up upgrading their weapons into sophisticated ones.

The issues that underlie the conflicts between residents of Marigat and neighboring communities has earlier identified are linked to underdevelopment, illiteracy, poverty and inequitable distribution of resources. Any measures that are set to resolve these conflicts should address these underlying issues either in introducing or reducing them. The triggers of these conflicts are identified as the easily accessible guns, commercialization of cattle raiding and political incitement. The gun market should be demolished from source.

Politicians who incite their votes to raid other communities should be arrested and charged in court. The government should invest in conflict resolution and stop relying on NGOs to bring peace in the region. There is urgent need for all stakeholders to develop the region through construction of Schools, Roads, Markets and awareness creation on alternative forms of livelihood other than pastoralist life.

## **CHAPTER FIVE**

### **SUMMARY OF STUDY, CONCLUSIONS AND RECOMMENDATION**

#### **5.1 Introduction**

This chapter focuses on the summary, conclusions and recommendations of the study

#### **5.2 Summary of the study**

The purpose of this study was to establish the influence of cattle rustling on pupils' participation in primary education in Makutani division of Marigat district, Baringo County, Kenya. The study was guided by four objectives that focused on the influence of cattle rustling on enrolment, retention, promotion and completion of primary course. The study embraced descriptive survey design and data was collected using questionnaires and interview guide. The data was analysed using SPSS and presented by use of graphs and charts.

Through data analysis, this study established that the academic performance of pupils in Marigat division is as a result of cattle rustling which is prevalent in the area. The study established that when cattle rustling occurs pupils perform dismally in their examinations because it results to high pupils' absenteeism rate, teachers' absenteeism for fear of being killed, lack of concentration of pupils when in class as they fear to be killed, loss of property and lives, hence affecting pupils performance in examinations. Such experiences would most likely affect students' concentration on their studies which would be reflected on poor academic performance. This shows a relatively big magnitude that cattle rustling has on the quality of education.

### **5.3 Findings of the study**

The study also established that cattle rustling affect enrolments in primary schools by making parents of the children in school keep on migrating from one place to another, enrolment is also affected by some children opting to stay at home for fear of being attacked as they go to school. The absence of teachers at school during the time of cattle rustling also make pupils not attend school because there is no one to teach them. The lack of school fees attributed to stolen animals affects enrolment because pupils cannot be able to buy school materials such as uniform or pay for other levies required in school. The death of parents also affects enrolment because elder children stay at home to take care of the young ones due to orphanage.

On retention rate the study established that there are low retention rates in primary schools in Makutani division. The low retention rate is attributed to cattle rustling which contributes to lack of school money to meet educational demands, poor performance which make pupils repeat classes hence dropping out eventually, lack of concentration in class due to fear of attack, absenteeism associated to fear of reporting to school especially when rustling occurs and death of pupils in the process of cattle rustling process. The completion of education course is key because the learner leaves the education system with the skills required for such education level. In Makutani division, the study established that the completion rate is low as a result of cattle rustling which leads to being absent from school, insecurity, the distance from home to school due nomadic way of life among pastoralists and sparse population of learning institutions

The major findings of this study are cattle rustling contributes to poor performance in examination because children are forced to be out of school for a long period of time as indicated by 100% of the teachers and headteachers who attested that cattle rustling in-deeds affects pupils' participation in education. The other finding is that; cattle rustling results to low participation rates of pupils in school. This was attributed to chronic schools absenteeism by teachers and pupils and indicated by 17% of teachers and head teachers and pupils fearing to go to school due to insecurity as shown by 25% of the respondents. Another major finding is that cattle rustling affect promotion from one class to another. Cattle rustling affects promotion from one class to another by making children repeat classes especially when they are absent from school for a long period of time due to insecurity instigated by cattle rustling.

#### **5.4 Conclusions**

Through data analysis the study established that cattle rustling in-deed is a great hindrance to access quality education in public primary schools in Makutani division. From this study, it denies the access to quality education mainly by causing insecurity which claims lives of education participants, school dropouts and migration of inhabitants to safer areas. This leads to poor academic performance and minimized retention and completion rates in schools.

Cattle rustling pose a big problem to the pastoralist communities in Kenya and the world. From the findings of this study, cattle rustling affect various aspects of the learning process which need to be addressed in order to improve the quality of learning in public primary schools in Makutani division.

## 5.5 Recommendations

Based on the findings of this study it is recommended that;

- i) The community should be enlightened on better methods of dowry payment other than cattle as this will reduce cases of rustling. In addition, the governmental and non-governmental organizations should demarcate the land to avoid conflict due to competition of pasture and water. This will help in improving pupils participation in primary education in Makutani division.
- ii) The government should eradicate black market for cattle to reduce cases of cattle rustling as this is brought about by the commercialization of animals.
- iii) In order to improve the situation on the area the government in partnership with Non-Governmental Organizations should set up more boarding schools to shorten the distance and improve on security by building police camps near the boarding schools. With this regard learning environment will be conducive thus improve retention, completion, promotion and enrolment rates.
- iv) The warriors should be enlightened to stop the practice of cattle rustling as it causes teacher and pupils' absenteeism, damage of school facilities, hence disrupting learning.
- v) All security agencies and relevant line ministries should collaborate with each other and with key education stake holders to ensure that the conflicts are promptly and effectively resolved.
- vi) The government should have an appropriate action taken against cattle rustlers.

vii) Security forces should deal firmly with people found stealing cattle or engaging in cattle rustling. This will discourage any further acts of 'cattle rustling hence improve the security and cause children to school.

### **5.6 Suggestions further research**

Out of this study, it could be recommended that in the absence of interventions, further studies can be done on:

- i) Improved ways of formal education that can be adopted in nomadic pastoralist areas that can improve the quality of education.
- ii) There is a need to carry out a study on the perception of pupils about education, this could help improve retention and completion rate because pupils' perception on education could affect enrolment besides cattle rustling.
- iii) There is also need to carry out a study of this nature in a large area to establish whether the influence of cattle rustling on retention and completion rates is the same throughout the entire pastoralist community.

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## APPENDICES

### APPENDIX I: LETTER OF INTRODUCTION

Kipkorir Henry Siele  
University of Nairobi  
Department of Educational  
Planning and Administration  
P.O. Box 30197  
Nairobi

THE HEADTEACHER

\_\_\_\_\_  
\_\_\_\_\_

Dear Sir/Madam,

#### RE: REQUEST TO CONDUCT RESEARCH IN YOUR SCHOOL

I am a post graduate student of the University of Nairobi. Pursuing a degree in Educational Planning and Administration. I am conducting a study on: *Influence of Cattle Rustling On Participation In Primary Education In Makutani Division Of Marigat District, Baringo County, Kenya* and your school has been chosen to participate in this study. I am hereby requesting for your assistance when collecting data in the school. The content of this data will be for academic purpose only. The confidentiality of the respondent will be highly respected.

Thank you in advance.

Yours Sincerely,

Kipkorir Henry Siele

## **APPENDIX II: HEADTEACHERS' QUESTIONNAIRE**

### **Introduction**

I am a post graduate student at the University of Nairobi, pursuing a degree in educational planning and Administration. I am conducting a study to establish the influence of cattle rustling on pupils' participation in primary education in Makutani division of Marigat district, Baringo County, Kenya. Please tick in the appropriate brackets and in other cases give your opinion freely. Do not write your name or designation anywhere. The source of this information will be completely confidential.

### **SECTION A: Background Information**

1. Please indicate your gender? Male [  ] Female [  ]
2. How long have you been in this position?  
1-5 years [  ] 5-10 years [  ] Over 10 years [  ]
3. How frequent does cattle rustling occur in Marigat District  
Often [  ] very often [  ] rare [  ]
4. Which months of the year is cattle rustling frequent

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### **SECTION B: Effects of cattle rustling on School Enrolment**

Please indicate the extent to which you consider the following factors as the effects of cattle rustling to school enrollment in Marigat District.

Use the scale of: Use the scale of: 1= Very small extent 2=Small extent 3= moderate extent 4= Large extent 5= To A very large extent

No.	Factor	1	2	3	4	5
1	Insecurity					
2	Poverty					
3	Death of guardians					
4	Revenge attacks after cattle rustling					
5	Migration due to cattle rustling					

6. Kindly state any other factor that you consider as an effect of cattle rustling to student enrolment in primary schools in Marigat District.

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7. What Measures are being taken by head teachers to increase student enrollment in primary education? \_\_\_\_\_

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**Section C: Effects of cattle rustling on pupil completion of education**

Kindly indicate the extent to which you agree with the following statements as effects of cattle rustling on pupils' completion of primary education

Use the scale of: 1= strongly 2=Disagree 3= Not disagree 4= Agree Sure 5= strongly agree

No.	Statement	1	2	3	4	5
1	Cattle rustling lead to pupils drop out					
2	Fighting causes insecurity in learning institutions					
3	Cattle rustling disrupts learning activities in schools					
4	Fighting leads to death of parents					
5	Cattle rustling leads to poverty					
6	Insecurity forces teachers to desert duty					
7	Insecurity leads to teachers shortages					
8	Revenge forces children to join armed conflicts					

9. Please indicate any other effect of cattle rustling on pupils' access to education.

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10. What Measures are being taken by head teachers to increase primary education completion?\_\_\_\_\_

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**Section D: Effects of Cattle rustling to participation in Education.**

Please indicate the extent to which the following challenges related to cattle rustling affect pupils participation in education. Use the scale of: Use the scale of: 1= Very small extent 2=Small extent 3= moderate extent 4= Large extent 5= To A very large extent

No.	Challenge	1	2	3	4	5
1	Poverty due to stolen cattle					
2	Death of parents to support pupils					
3	Children involved in cattle rustling					
4	Lack of learning facilities due to destruction					
5	Inability for pupils to travel to schools due to insecurity					
6	Lack of enough teachers in schools					
7	Low performance in KCPE					
8	Fear of attack while at school					
9	The morans who practice cattle rustling have no opportunity for accessing education					
10	Forced early marriages due to poverty					

11. Kindly indicate any other effects of cattle rustling that affect participation to education by pupils. \_\_\_\_\_

\_\_\_\_\_

12. What Measures are being taken by head teachers to increase student enrollment in primary education? \_\_\_\_\_

\_\_\_\_\_

### APPENDIX III: QUESTIONNAIRE FOR TEACHERS

I am a post graduate student at the University of Nairobi, pursuing a degree in educational planning and Administration. I am conducting a study to establish the influence of cattle rustling on pupils' participation in primary education in Makutani division of Marigat district, Baringo County, Kenya. Please tick (✓) in the appropriate brackets and in other cases give your opinion freely. Do not write your name or designation anywhere. The source of this information will be completely confidential.

#### SECTION A: Background Information

1. Please indicate your gender? Male [ ] Female [ ]
2. How long have you been in this position?  
1-5 years [ ] 5-10 years [ ] Over 10 years [ ]
3. How frequent does cattle rustling occur in Marigat District  
Often [ ] Very often [ ] Rarely [ ]
4. Which months of the year is cattle rustling frequent

#### SECTION B: Effects of cattle rustling on School Enrolment

Please indicate the extent to which you consider the following factors as the effects of cattle rustling to school enrollment in Marigat District. Use the scale of: 1= Very small extent 2=Small extent 3= moderate extent 4= Large extent 5= To A very large extent

No.	Factor	1	2	3	4	5
1	Insecurity					
2	Poverty					
3	Death of guardians					
4	Revenge attacks after cattle rustling					
5	Migration due to cattle rustling					

6. Kindly state any other factor that you consider as an effect of cattle rustling to student enrolment in primary schools in Marigat District. \_\_\_\_\_

\_\_\_\_\_

7. What Measures are being taken by teachers to increase student enrollment in primary education? \_\_\_\_\_

8. In your own opinion, can you briefly explain how cattle rustling affects the following:

a) Completion of homework \_\_\_\_\_

\_\_\_\_\_

b) Concentration in class \_\_\_\_\_

\_\_\_\_\_

c) Pupils retention rate \_\_\_\_\_

\_\_\_\_\_

d) Pupil's punctuality \_\_\_\_\_

\_\_\_\_\_

**Section C: Effects of cattle rustling on pupil completion of education**

Kindly indicate the extent to which you agree with the following statements as effects of cattle rustling on pupils' completion of primary education. Use the scale of: 1= strongly 2=Disagree 3= Not disagree 4= Agree Sure 5= strongly agree

No.	Statement	1	2	3	4	5
1	Cattle rustling lead to pupils drop out					
2	Fighting causes insecurity in learning institutions					
3	Disrupts learning activities in schools					
4	Fighting leads to death of parents					
5	Death of cattle leads to poverty					
6	Insecurity forces teachers to desert duty hence teacher shortages					
7	Revenge forces children to join armed conflicts					

8. Please indicate any other effect of cattle rustling on pupils' access to education.

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9. What Measures are being taken by teachers to increase primary education completion?

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**Section D: Effects of Cattle rustling to participation in Education.**

Please indicate the extent to which the following challenges related to cattle rustling affect pupils participation in education. Use the scale of: 1= Very small extent 2=Small extent 3= moderate extent 4= Large extent 5= To A very large extent

No.	Challenge	1	2	3	4	5
1	Poverty due to stolen cattle					
2	Death of parents to support pupils					
3	Children involved in cattle rustling					
4	Lack of learning facilities due to destruction					
5	Inability for pupils to travel to schools due to insecurity					
6	Lack of enough teachers in schools					
7	Low performance in KCPE					
8	Fear of attack while at school					
9	The morans who practice cattle rustling have no opportunity for accessing education					

#### **APPENDIX IV: FOCUS GROUP DISCUSSION GUIDE FOR PARENTS**

I am a post graduate student at the University of Nairobi, pursuing a degree in educational planning and Administration. I am conducting a study to establish the influence of cattle rustling on pupils' participation in primary education in Makutani division of Marigat district, Baringo County, Kenya. The source of this information will be completely confidential. Kindly give your opinion freely.

1. Who is usually affected in case of cattle rustling incidents in the household?
2. What is your family and other families' position or stand on cattle rustling?
3. Do families benefit in any way from cattle rustling?
4. How does cattle rustling affect school going children?
5. How do parents get affected by cattle rustling?
6. In general how do you think a cattle rustling affects the following in participation in education:
  - a. School going children
  - b. Parents
7. How does cattle rustling influence the following:
  - a. Sending children to enrol in schools,
  - b. Promotion from class to class
  - c. Performance in class
  - d. School completion
8. How secure are homes for both schools going children and parents?
9. What can be done to improve participation in education in this cattle rustling prone area?

10. What is the role of culture and tradition in cattle rustling?
11. Early marriages are blamed for raising the demand for cattle to pay dowry in some regions, how is this one a challenge to access in education by pupils from this region?
12. Are there cases where young men drop out of school in order to engage in activities such as cattle rustling?
13. Who is mainly involved in fuelling cattle rustling activities in Makutani Division?
14. What are the effect of cattle rustling on the following
  - a) Pupils enrolment
  - b) Pupils retention rate

## **APPENDIX V: CHIEF'S INTERVIEW GUIDE**

### **Introduction:**

I am a post graduate student at the University of Nairobi, pursuing a degree in educational planning and Administration. I am conducting a study to establish the influence of cattle rustling on pupils' participation in primary education in Makutani division of Marigat district, Baringo County, Kenya. The source of this information will be completely confidential.

Before I start, I want to remind you that there are no wrong or write answers in this interview. I am interested in knowing what you think, so feel free and frank to share your point of view regardless of whether you agree or disagree with what you hear. It is important that I hear your opinion.

1. Who is usually affected in case of cattle rustling incidents?
2. What is the community's position or stand on cattle rustling?
3. Does the community benefit in any way from cattle rustling?
4. How does cattle rustling affect school going children?
5. How do teachers get affected by cattle rustling?
6. In general how do you think a cattle rustling affects pupils participation in primary education in Makutani division?
7. How secure are schools for both pupils and teachers?
8. What can be done to ensure pupils participation in primary education in this cattle rustling prones area?
9. What is the role of culture and tradition in cattle rustling?

10. Early marriages are blamed for raising the demand for cattle to pay dowry in some regions, how is this one a challenge to access in education by pupils from this region?
11. Are there cases where young men drop out of school in order to engage in activities such as cattle rustling?
12. How does cattle rustling affects pupils promotion from one class to the other?

## APPENDIX VI: RESEARCH AUTHORIZATION



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,  
2241349, 310571, 2219420  
Fax: +254-20-318245, 318249  
Email: secretary@nacosti.go.ke  
Website: www.nacosti.go.ke  
When replying please quote

9<sup>th</sup> Floor, Utalii House  
Uhuru Highway  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref. No.

Date:  
9<sup>th</sup> July, 2014

NACOSTI/P/14/3144/2497

Kipkorir Henry Siele  
University of Nairobi  
P.O.Box 30197-00100  
NAIROBI.

#### RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Influence of cattle rustling on pupils participation in primary education in Makutani Division of Marigat District, Baringo County, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in **Baringo County** for a period ending **31<sup>st</sup> December, 2014**.

You are advised to report to **the County Commissioner and the County Director of Education, Baringo County** before embarking on the research project.

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

  
SAID HUSSEIN  
FOR: SECRETARY/CEO


Copy to:


The County Commissioner  
The County Director of Education  
Baringo County.

## APPENDIX VII: RESEARCH PERMIT

**THIS IS TO CERTIFY THAT:**  
**MR. KIPKORIR HENRY SIELE**  
**of UNIVERSITY OF NAIROBI, 69-20200**  
**KERICHO, has been permitted to conduct**  
**research in Baringo County**  
**on the topic: INFLUENCE OF CATTLE**  
**RUSTLING ON PUPILS' PARTICIPATION IN**  
**PRIMARY EDUCATION IN MAKUTANI**  
**DIVISION OF MARIGAT DISTRICT,**  
**BARINGO COUNTY, KENYA**  
**for the period ending:**  
**31st December, 2014**

**Permit No. : NACOSTI/P/14/3144/2497**  
**Date Of Issue : 9th July, 2014**  
**Fee Received :Ksh 1,000**

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

  
.....  
**National Secretary**  
**National Commission for Science,**  
**Technology & Innovation**