

**EFFECTS OF LIVESTOCK RUSTLING ON HEADTEACHERS'
INSTRUCTIONAL LEADERSHIP IN PUBLIC PRIMARY SCHOOLS
IN LAIKIPIA COUNTY, KENYA**

KITHINJI EVANS

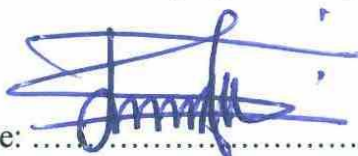
**A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF
EDUCATION IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER
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KENYATTA UNIVERSITY**

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DECLARATION

Students' Declaration

I confirm that this project is my original work and has not been presented in any other university/institution for consideration of any certification. This research project has been complemented by referenced sources duly acknowledged. Where text, data, graphics, pictures or Tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited using the current APA system and in accordance with anti-plagiarism regulations.

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Supervisors' Declaration

I confirm that the work reported in this project was carried out by the candidate under my Supervision as the University supervisor.

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DEDICATION

This research project is dedicated to my mother Christine, my grandparents Priscilla and Jasper for mentoring me into the world of academia.

ACKNOWLEDGEMENT

I give thanks to God for the gift of life, health, and protection that I have received all through my studies. This research project has been the outcome of collective support. For academic guidance and advice, I am most grateful to my able supervisor Dr. Joseph G. Mungai for his unreserved support, accessibility, mentorship, insightful comments and positive criticism that have guided me through the project writing process.

I appreciate financial Support by my mother Christine, thank you for your tireless encouragement and prayers throughout my study. To all my lecturers of the prestigious Kenyatta University Department of Educational Management, Policy and Curriculum studies thank you for opening my physical and intellectual eye to conquer the world of academics.

To my course mates, thank you all for your encouragement and moral support. Great appreciation to Philip Kamau for his invaluable support in proofreading my project. I am equally appreciative of all Laikipia North primary school teachers and headteachers who participated in this study. Finally, I extend my appreciation to all my friends and relatives for encouragement and support. May Almighty God bless you and grant you a peaceful life free from poverty.

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ABBREVIATIONS AND ACRONYMS

ASALs:	Arid and Semi-Arid Land
C.D.F:	Constituency Development Fund
I.L:	Instructional Leadership
K.C.PE:	Kenya Certificate of Primary Education
NACOSTI:	National Council for Science, Technology and Innovation
NGOs:	Non-Governmental Organizations
SDGs:	Strategic Development Goals
SPSS:	Statistical Package for Social Science
T.S.C:	Teachers Service Commission
U.N:	United Nations
UNESCO:	United Nations Educational, Scientific and Cultural Organization
UNHCR:	United Nations High Commissioner for Refuge

ABSTRACT

The purpose of this study was to determine the effects of livestock rustling on headteachers' instructional leadership in public primary schools in Laikipia North Sub-County. This study was guided by the following objectives: to determine how livestock rustling affects headteachers' supervision of instruction in public primary schools in Laikipia North Sub-County; to determine how livestock rustling affects headteachers' provision of instructional resources in public primary schools in Laikipia North Sub-County; to establish the effect of livestock rustling on headteachers' protection of instructional time in public primary schools in Laikipia North Sub-County and to establish the effects of livestock rustling on headteachers' monitoring of learners' progress in public primary schools in Laikipia North Sub-County. This study was anchored on Abraham Maslow's Hierarchy of human needs theory. The study adopted a descriptive survey design. The target population of this study comprised of 24 headteachers and 231 teachers in public primary schools in Laikipia North Sub-County. The researcher purposively sampled 18 primary schools for data collection. Therefore, 18 headteachers were purposively sampled from 24 public primary schools to participate in the study. Simple random sampling was used to select 108 teachers for data collection. Questionnaires and document analysis were used to collect data from the respondents. Prior to the study, a pilot study was carried out in two public primary schools which were not included in the actual study. Piloting ensured that research instruments were reliable for the main study. Quantitative data were analyzed using descriptive statistics such as mean, mode, median and percentages. Quantitative data were presented in descriptive statistics such as frequency distribution tables, pie charts, and tables. Qualitative data were analyzed thematically to provide more information to support quantitative data. The research found out that livestock rustling affected the supervision of instruction due to high absenteeism and regular displacement of families. Livestock rustling affects the provision of instructional resources and results to sponsors withdrawing their financial support to schools. Due to increased absenteeism and displacement, headteachers are not able to protect instructional time. Finally, as a result of livestock rustling, headteachers are not able to monitor learner's progress in academics. Additionally, headteachers and teachers stated that livestock rustling affected academic achievement. The research recommends the government to provide security in schools in Laikipia North Sub-County in order to shun livestock rustling. Teachers in the region should be trained on guidance and counseling in order to counsel pupils traumatized by livestock rustling.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter contains the background to the study, statement of the problem, objectives of the research, research questions, and significance of the study, assumptions of the study, limitation and delimitations of the study, theoretical and conceptual framework and operational definitions of terms.

1.1 Background to the Study

Livestock rustling refers to the gaining of livestock from one community to another through stealing and by use of excessive force (Molegeta & Hagnmon, 2017). Livestock rustling is not a new phenomenon in the world. Historically, the act of stealing domestic animals can be traced over seven thousand years ago (Mkutu, 2008).

Livestock rustling is a major hurdle to the realization of strategic development goals SDG 4 Ensuring inclusive and equitable quality education and promote lifelong learning opportunities among pastoralist communities (UNESCO, 2018). Raiding affects the development and provision of essential services in pastoralists' areas through disruption of the communities' livelihood systems by restricting economic development. Raiding claims the lives of innocent people, causing terrific physical pain and psychological suffering. Conflict and fortified violence destroy schools' facilities, disrupts markets and displaces families in the affected areas (Geneva Declaration, 2008).

According to the Geneva declaration (2010), livestock rustling leads to the damage of learning institutions and education infrastructure which hinders instructional leadership in schools. The country's revenue is diverted from social expenditures to public security in situations of long term unending violence and insecurity. Unswerving government investment in schools is not a priority. The displacement of families as a result of conflict creates a lasting hurdle to achieving the SDG 4. Ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all, leaving already fragile and conflict-affected areas without an educated class to help rebuild society. It is clear that livestock rustling negatively affects education which in turn hinders development (UNESCO, 2015).

In Australia, livestock rustling is referred to as duffing and the individual involved is called the duffer. In the old American West, cattle's rustling was taken as a very serious criminal offense. People involved in cattle rustling were executed by mob vigilantes. During the American civil war, Mexicans practiced cattle rustling. The government of Mexico was accused of supporting cattle rustling. In Wyoming, the United States 1889 cattle rustlers were lynched without a trial. In the 19th century, livestock rustling was a big problem in ranches in the United States of America (UIS Fact Sheet, 2011). In the United States, State of Wyoming, Johnson County livestock rustling was a major

cause of conflict which resulted in war. The shift from open assortment to fenced grazing progressively reduced the carry out of rustling in North America. In the 21st Century, livestock rustling has become more common, with rustlers anesthetizing livestock and taking them to the markets to sell them. Livestock rustling in North America takes place at night making it a problem for ranches with many livestock to notice and report to the authorities (UIS Fact Sheet, 2011).

In African culture among the pastoralist communities like the Maasai of Kenya, livestock rustling was a legal activity done regularly for various reasons. Livestock rustling was practiced to restock cattle lost during drought, for payment of dowry and heroism among the young people. However, livestock rustling never advocated violence or loss of life. In case life was lost, it was compensated with a herd of cattle. In Africa, insecurity such as livestock rustling affects the quality, functioning of learning institutions and the expansion of technology (Otach, 2008). African countries ravaged by livestock rustling characterized by destruction of school properties and as a result interrupt educational management through damage of schools, killing of pupils, teachers, parents, and fear of insecurity and changes of family structures (Lolchuraki, 2013). According to UNHCR (2008), African countries ravaged by civil wars are characterized by physical damage and as a result, interrupted

management of learning institutions. In Sudan livestock rustling in 2009 led to conflicts where more than 2,500 people were killed in Darfur and over 350,000 people were displaced. Livestock rustling kills and displaces people each year in South Sudan. This violence causes hunger, families are displaced from their farm and they are not able to harvest their crops.

Currently, traditional cattle raiding with spears have been replaced with deadly guns by men with army experience getting power through violence. This has disrupted the management of the educational system in Southern Sudan (Khisa, 2016). According to Blattman & Miguel (2010), about 28 million children of primary school age in conflict-affected areas in African countries are out of school. Civil wars in Africa such as the one in Somalia have led to classrooms, teaching staff and learners being perceived as valid targets. This has instilled distress among pupils who are attending schools, educators are afraid of teaching and parents are afraid of sending their children to school.

According to Hendrickson, Armon & Mearns (1996), livestock rustling in Kenya have led to poor academic achievement in schools, regular transfers of teachers, incompetent school managers, lose of life, rape of learners and teachers, poor performance in national examinations and increase in the number of school dropouts.

Displacements of individuals from their homes interfere with the normal instructional process of primary school education. This shifts away learners due to increased insecurity. Some learners lose their parents hence they are both affected psychologically and cannot concentrate on their studies in schools. Learners schooling in areas that experience livestock rustling are not able to enjoy their right to access basic education (Greiner, 2013).

In 2015 as a result of cattle rustling in Kerio Valley, 39 schools were closed and 23 schools abandoned completely. Residents, teachers, and pupils flee away to safer places. In 2013 during the Marakwet-Pokot conflict, 27 primary schools were closed as a result of increased insecurity due to cattle rustling (Adan & Pkalya, 2014).

In Baringo County's Arabal primary school, cattle rustlers invaded the school, killed the guard and destroyed many school properties leaving the learners to run for their safety in the bushes. Parents migrated to other places and this led to the closure of the schools (Mwendwa, 2015). Teachers from other regions fled leaving only teachers from the locality. When the school reopened, the headteachers experienced many challenges in running school activities. The homegrown feeding program could not provide the school with food because the school was closed for several months. The headteacher was unable to run the school efficiently with hungry learners and inadequate teachers (Mwendwa,

2015). During periods of livestock rustling, learners are not able to access education. The majority of school girls end up being married because their parents are not able to take care of them effectively. Learners are killed by livestock rustlers while going to school, others lose their parents and they end up not attending schools. This affects the completion rate of children attending basic education (Mwendwa, 2015).

In Laikipia North, cases of insecurity are high, regular intercommunity war and livestock rustling affect the region vastly. Insecurity led to the closure of schools and health centers after livestock rustlers invaded these institutions and destroyed infrastructure. In 2018, Arijju primary school was closed due to insecurity which forced teachers and pupils to relocate to Chumvi because they were targeted and could be attacked any time by livestock rustlers (Obare, 2018).

Livestock rustling in Laikipia County over the years has prevented learners to acquire basic education. School going children are killed as a result of livestock rustling, young girls are raped and others are left nursing injuries (Obare, 2018). Teachers are not able to teach due to insecurity and this poses challenges to school administrators who are mandated to guide teachers, manage teachers, pupils and to ensure the instructional objectives are achieved. Psychologically tortured by livestock rustlers, Laikipia North Sub-County is

not able to achieve Strategic Development Goal (SDG) number 4 of ensuring equal education to all and provide lifelong learning acquisitions of skills. As a result of livestock rustling, parents are not able to cater to their children's basic needs like food and clothing hence school instructional leaders are not able to manage schools efficiently (Anyango et al., 2017).

Livestock rustling affects headteachers' instructional leadership, which makes it tough for instructional leaders to supervise instruction, monitor learner progress, provide instructional resources and protect instructional time. In Laikipia North Sub-County, the underlying effects of livestock rustling on instructional leadership have not been investigated adequately and documented. This provides a research gap that needs to be investigated urgently.

1.2 Statement of the Research Problem

Despite the various relentless interventions both by governmental and non-governmental institutions, livestock rustling culture has continued to deepen its roots and widen its effect in Laikipia North Sub-County. In the recent past, there have been increased cases of insecurity in Laikipia North. In 2017, six primary schools and one dispensary were closed due to livestock rustling. One young boy was killed by livestock raiders and several people were left nursing bullets wounds (Obare, 2018). Livestock rustling has led to the displacement of

residents in Laikipia North Sub-County, this has hindered instructional leadership in public primary school education because teachers and learners migrate to safer places deserting their schools.

Livestock rustling leads to increased learners' and teachers' absenteeism in Laikipia North Sub- County. Learners who lose their parents during livestock rustling are not able to concentrate in classrooms. They are psychologically unstable in class and this makes it difficult for teachers to teach them. In places with a lot of insecurities, teachers are afraid of being posted there hence headteachers are faced with problems of inadequate teaching staff. School properties have been destroyed by livestock raiders leaving learners with no classrooms to study in. Livestock rustling has also led to poor academic achievement in Kenya Certificate of Primary Education (K.C.P.E). Adequate information about the effects of livestock rustling on school instructional leadership is missing and needs to be recorded to ensure learners acquire basic education. Measures that headteachers put forward in instructional leadership during the livestock rustling period are not recorded. Therefore there is a need to do comprehensive research on the effect of livestock rustling on primary education instructional leadership and consequent effects on learners' academic achievement.

1.3 Purpose of the Study

The purpose of this study was to document the effect of livestock rustling on headteachers' instructional leadership in public primary schools in Laikipia North Sub-County.

1.4 Objectives of the Study

- i. To determine how livestock rustling affects headteachers' supervision of instruction in public primary schools Laikipia North Sub-County.
- ii. To determine how livestock rustling affects headteachers' provision of instructional resources in public primary schools in Laikipia North Sub-County.
- iii. To establish the effect of livestock rustling on headteachers' protection of instructional time in public primary schools in Laikipia North Sub-County.
- iv. To establish the effects of livestock rustling on headteachers' monitoring of learners' progress in public primary schools in Laikipia North Sub-County.

1.5 Research Questions

- i. How does livestock rustling affect headteachers' supervision of instruction in public primary schools Laikipia North Sub-County?

- ii. How does livestock rustling affect the provision of instructional resources in public primary schools in Laikipia North Sub-County?
- iii. How does livestock rustling affect headteachers' protection of instructional time in public primary schools in Laikipia North Sub-County?
- iv. What is the effect of livestock rustling on headteachers' monitoring of learner progress in public primary schools in Laikipia North Sub-County?

1.6 Significance of the Study

The result of this research may bridge the gap of lack of adequate information on the effects of livestock rustling on headteachers' instructional leadership in public primary schools. The finding of this investigation may be helpful to the Ministry of Education in policy formulation on the need for security measures for learning institutions in livestock rustling areas.

The result of this research may also enlighten the community on the magnitude of their retrogressive cultural practices deeds on education. It can, in turn, be used in peace campaigns in the region. The findings of this research are also expected to induce more scholarly research by other researchers who may be interested in this field of knowledge.

1.7 Assumptions of the Study

The research was guided by the following assumptions.

- i. It was assumed that livestock rustling is a major predicament to education in Laikipia North Sub-County.
- ii. It was assumed livestock rustling had made Laikipia North Sub-County unsafe.
- iii. It was assumed that respondents would give honest and truthful information.

1.8 Limitations of the Study

In the Semi-Arid region of Laikipia North, the area is sparsely populated and public schools are located far apart. The terrain of Laikipia North was a challenge to the researcher but the researcher overcame these challenges by employing the service of resident motorbike riders who located shorter routes to the public primary schools. Laikipia North has high temperatures during the day which made traveling from school to school during the day difficult due to hot temperatures. The researcher overcame this challenge by starting the research very early in the morning in order to finish early in the afternoon.

1.9 Delimitations of the Study

This study was restricted to public primary schools in Laikipia North Sub-County; consequently, findings and interpretation may only be useful to other

parts of the country if applied with caution where livestock rustling is a problem as far as instructional leadership is concerned.

1.10 Theoretical Framework of the Study

This research embraced Abraham Maslow Hierarchy of human needs, a theory of human motivation proposed by Abraham Maslow in his 1943 paper “A Theory of Human Motivation”. As stated by Abraham Maslow human wants are arranged in terms of most powerful to least powerful needs. This theory is based on a perception that once a need is met on one level it ceases to be a need. One moves to the next level needs. When a need is not maintained regularly it recurs again and becomes a priority need. Human needs are inter-mutual and superimposed. An individual moves from one basic need to a complex need. In a school set up before the learner’s cognitive needs are met, the basic physiological need has to be satisfied. The human needs pyramid starts with the basic needs, safety needs, belonging and love need, esteem needs and self-actualization according to Maslow (1971). They include

Physiological needs. They are biological needs for human being survival. They include food, shelter, and clothing when they are not met human being’s body cannot function normally.

Safety needs. One needs security, order, law, stability, and freedom from fear

Belongingness and Love: one needs intimate friendship, love and being part of a group of people.

Esteem needs. This entails one's dignity, achievement, independence, desire for reputation and deep admiration by other people.

Self-Actualization needs: Entails realization of personality ability, self-fulfillment, and the quest for personal growth to reach one's zenith, the aspiration to achieve and be what one is capable of becoming. Learning institution purposes to satisfy the cognitive needs of the learners. Learners may not take part actively in the learning process if physiological needs which include food, shelter and clothing are not met. Learners are not able to concentrate well in an insecure environment due to fear of attacks hence this makes it difficult for school headteachers to conduct supervision and evaluation of instruction. Teachers also as a result of insecurity are not able to deliver learning content to the students effectively. Before the learning objectives are met, the security need of the learners and teachers need to be first met.

Learners who are displaced from their homes are not able to meet their basic needs hence they don't concentrate well in classrooms. This hinders instructional leadership of the learning process in schools. Maslow's hierarchy theory can be applied in school instructional leadership because before the

cognitive needs of the learner are achieved, they must fulfill their physiological needs. Tired, hungry, displaced, psychologically traumatized pupils feel emotionally insecure in school hence their level of concentration is minimal. Teachers and learners need emotional comfort, a safe environment and accepted by people around them in order to attain their full potentials and aspirations.

1.11 Conceptual Framework of the Study

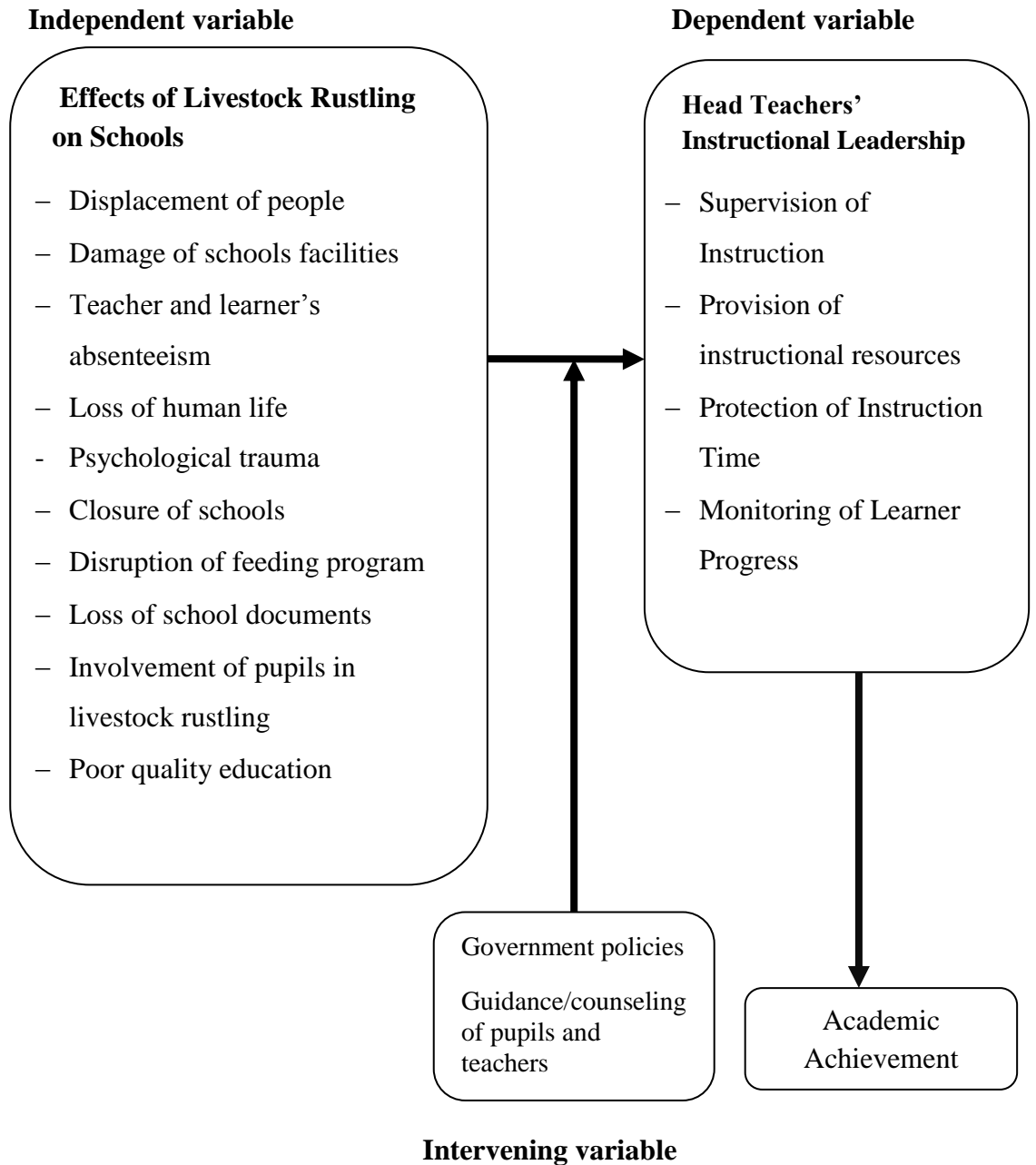


Figure 1. 1: Conceptual Framework of the Study
Source: **Researcher, 2019**

The conceptual framework shows the interrelationship between the variables. Displacement of people during livestock rustling affects the supervision of instruction due to increased teacher and learner absenteeism headteachers are not able to supervise teacher's instruction effectively. Destruction of school facilities such as classrooms affects the provision of instructional resources. Due to the destruction of instructional resources school sponsors are not willing to provide more resources that may be destroyed by rustlers.

Livestock rustling leads to increased teacher-learner absenteeism which affects headteachers protection of instruction time. Increased insecurities and loss of life of pupils, parents and teachers fear is created which affects the protection of the instructional time. During livestock rustling period learners are psychologically traumatized teachers spend a lot of time counseling learners this hinders headteachers' protection of the instructional time.

Closure of schools, disruptions of feeding programs, loss of school documents and involvement of pupils in livestock rustling affects headteachers monitoring of learners' progress in academics. This, in turn, affects instructional leadership by the school headteachers. Livestock raiding affects instructional leadership which in turn influences learners' academic achievements in public primary schools. Regular livestock rustling affects instructional leadership in schools

which leads to a direct or indirect influence on the academic achievement of the learners.

1.12. Operational Definitions of Terms

Instructional Leadership refers to any activity that headteachers' do to improve teaching and learning in their schools.

Insecurity Refers to the hazardous state that exists in the environment caused by livestock rustling within the school and community environment.

Livestock Rustling Livestock rustling refers to the gaining of livestock from one Community to another through stealing and by use of excessive force.

Raiding refers to an act of getting to attack in a large crowd with the aim of stealing livestock.

Pastoralist people who keep and depend on domesticated animals as their way of life.

Displacement refers to the process whereby people are forced out of their residential area due to insecurity.

Headteachers refers to the lead instructor or administrator in a primary school level educational institution.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter reviews the literature on the effects of livestock rustling on headteachers' instructional leadership. The chapter is divided into the following subtitles concept of livestock rustling, livestock rustling and supervision of instruction, livestock rustling and headteachers' provision of instructional resources, livestock rustling and headteachers' protection of instruction time, livestock rustling and monitoring of learner progress and summary of Literature review.

2.1 Concept of Livestock Rustling

Livestock rustling entails the stealing of livestock and it the main cause of insecurity in the Arid and Semi-Arid Lands (ASALS). Livestock rustling is a threat to people's security throughout the North and Rift valley regions of Kenya. Livestock rustling in Kenya involves the acquisition of domestic animals by force and it is common among the pastoralist communities.

In ancient times livestock rustling involved small scale violence to replace domestic animals lost through drought or diseases. The killing of human beings was rare and when it occurred damages were paid by killers in the form of

cattle and goats to the family members of the casualties. In the 21st century the dynamics of livestock rustling as changed due to the presence of small arms and commercialization of livestock rustling. Currently, livestock rustling involves violence between the neighboring livestock rearing communities in Kenya (Hendrickson et al., 1996).

According to Doss et al. (2008), livestock rustling commercialization whereby politicians, cartels, and tradespersons finance raids among communities have significantly interfered with the future and resources of the pastoralist communities. This has made communities to purchase firearms to protect themselves and their livestock in case of any intrusion. Threats as a result of livestock deaths and human beings due to cattle raids influence migration as a result of the lack of pastures and water. All these affect education negatively for learners and parents are forced to move to safer places hence this hinders education and instructional leadership in education. During livestock raids schools are deserted, school managers are left with no choice but to move also hence this hinders the achievement of educational goals for all in the Arid and Semi-Arid regions in Kenya.

2.2 Livestock Rustling and Supervision of Instruction

According to UNESCO (2010) attacks of schoolteachers, learners and educators trade unionists continued to be a matter of grave concern in

Colombia, Iraq, Nepal, and Thailand. In Iraq, 71 edifying officials and students were killed in the shooting and besieged bombings between 2007 and 2009. In Columbia 90 teachers, 2 education officials and 37 students were killed between 2006 to 2008.

According to Anyango, Muhingi, Okuku, Mutavi & Mwalw'a (2017), the research concluded that cattle rustling crippled development advancements. The right of living is violated by raiders who murder, steal and destroy people's properties. The researcher found that during livestock rustling period's people lose their lives especially fathers who go to fight for their livestock's, school-going learners are also killed and this hinders school learning in the areas affected. Human beings live in fear in conflict-prone areas as they believe there is normally no serene coexistence with the bordering communities. This is because they all survive in a state of fear all the time and worry is part of their lives this hinders headteachers Instructional Leadership in schools.

It is alleged that insecurity all over the world has affected about 300,000 school-going pupils, both boys and girls under the age of eighteen (Blattman et al. 2010, World Bank, 2005). It is estimated that more than 27 million school-going children are out of school due to adversity and insecurity situations. According to the United Nations (U.N) report on the influence of armed conflict on children coordinated by Graca Machel between 1986 and 1996 two

million children were killed during armed conflicts six million children were injured, others disabled, and millions were displaced and separated from their families.

In the Republic of Rwanda, about 300,000 children were killed in 1994 as a result of insecurity. Many children were psychologically and physically wounded and forced to run away from their homes (Cantwell, 1997). In the Republic of Kenya, regular livestock rustling disrupts instructional leadership in schools in Arid and Semi-arid regions and schools are seriously damaged.

Learners are not spared but girls are more susceptible to the repercussions of livestock rustling. Boys keep on moving with their poisoned arrows in defense of their livestock. A number of boys end up being killed by the raiders while others are injured and this affects their schooling (Kikechi et al., 2012). Girls are sexually harassed during the livestock rustling period they are brutally raped and later on killed by the raiders. The government needs to tighten security in the conflict-prone zone and affected learners who disadvantaged. The government should feed the affected families. Increased livestock rustling deny learners the right to live and access basic education (Kikechi et al., 2012).

In Baringo North, livestock rustling has led to the death of many people. School going children are killed and those who stay alive suffer poverty and neglect. Affected parents due to livestock rustling both with their children hide

in the market place, schools, local chiefs' camps, churches or meander in the village beseeching for safety and maintenance. Parents are not able to finance their children's education. Children go through psychosomatic trauma which is likely to wound them for the rest of their lives. Countless of these school-going children are forced to leave school hence this affects headteachers' curriculum supervision in schools (Katam, 2012).

In 2017 six schools and one dispensary were closed as a result of insecurity in Laikipia North Subcounty. A schoolboy was killed and other people have left nursing wounds from gun bullets (Obare, 2017). Livestock rustling is a hazard to human being life and negatively affect the worth of education, mainly when children lose their parents and guardians, and have the feeling of insecurity (Juliet, 2013). This research sought to find out how livestock rustling affects headteachers' supervision of instruction in public primary schools in Laikipia North sub-County.

2.3 Livestock Rustling and Provision of Instructional Resources

In some cases of insecurity and violence primary schools have been used as a battlefield for conscripting child soldiers and attacking teachers. In Mozambique, 45 percent of primary schools were demolished as a result of insecurity and cattle rustling. In Rwanda, 66 percent of the teachers lost their lives (UNESCO, 2012). In Israel during the intifada schools for the Palestinian

children were closed as a result of the destruction of infrastructure which distracted the learning process. Destruction of school infrastructure, absence of school teachers affected schooling and learning across the world (Algular & Retamal, 1998). Due to the destruction of school infrastructure, skilled manpower to teach becomes scarce where schools exist in temporary under-resourced, overcrowded and few primary schools exist. When we have displaced people living in schools acting as camps accessing education inside and outside the camp may not be possible due to safety issues. People lose personal documents and this makes enrollment of displaced children difficult (Algular & Ratemal, 1998).

Mooney et al. (2005) armed groups involved in conflicts have always targeted educational facilities with classrooms routinely bombed, burned or threatened. Destruction of school properties holds back the achievement of education for all. School headteachers are not able to manage learning due to fear of attacks. Relevant documents of the school are lost hence this hinders the resumption of learning after the insecurity incidences. In Baringo County, Bartabwa division cattle rustlers destroyed school properties this led to stagnation of the learning process in the area (Wangu, 2013). The researcher purposes to document the effects of livestock rustling on the provision of instructional resources in public primary schools in Laikipia North Sub-County.

2.4 Livestock Rustling and Headteachers' Protection of Instruction Time

According to research done by Anyango et al. (2017), it was clear that livestock rustling had significantly hindered the level of attendance for both pupils and teachers. Teachers always complain of community fights as a result of livestock rustling which has distorted the process of learning to the extent that the teachers feel not motivated to continue teaching. A number of livestock rustlers make threats to teachers from the adjoining community that they will kill them if they dare teach in the schools.

In Kerio valley conflicts due to livestock raiding led to the abandonment of 13 Primary schools because inhabitants fled to safer escarpments where they constructed makeshift schools. Dispensaries and Non-Governmental Organizations, shops and markets were shut up due to fear of insecurity. Inhabitants, teachers, health workers and businessmen run away left the area for fear of insecurity (JETEMS, 2012). Livestock rustling has had major effects on the public members in the Turkwell River. It resulted in conflict interrelated deaths of many people. It has also led to the immigration of people, internally displaced personnel, fanaticism among communities, the high number of police patrol and military personnel. Incidences of human rights abuse, sexual assault and rape have also increased, arrest and confinement of the ordinary people with no probable cause or warrant (Wamuyu, 2014). According to Simiyu et al.

(2016), livestock rustling led to the displacement of families which led to the closure of many schools. Livestock rustling has given rise to an increase in the number of firearms. This has made people live in unrelenting terror of being attacked by the neighboring communities. Insecurities due to fear of attacks have given rise to the displacement of families and clan unity. Families lose their connection with their social activities like traditional ceremonies and cohesion. People involved in livestock rustling experience psychological torture. It was exposed that Livestock rustling has been utilized by politicians to violently displace their opponent supporters.

People who are displaced as a result of livestock rustling are disenfranchised, making them incapable of voting for their leaders in national elections. Failure to elect the right leaders has led to skewed development in pastoral communities, which has been rigorous in specific areas, especially in the utilization of CDF. Schools, roads and hospitals in the opponent's areas are not attended to and this leads to poverty and livestock rustling. Insecurity makes schools remain closed hence this hinders headteachers from protecting instructional time in schools and other social services in the community; it poses a hindrance to the growth of society. Low allowances for hardship for teachers also limit teachers' school attendance. In research done by Anyango (2017), 76% of respondents aged between 18-35yrs stated that their youth

mates had more than often encouraged them to leave school and engage in livestock rustling because of the financial gains they would get. A big number of school-going children in Arid and Semi-Arid Lands (ASALs) areas are being used by cartels to go and steal livestock for them to get paid on the herd delivery. This is seen as a hindrance to school attendance because according to some of the pupils they would rather engage in livestock rustling and get money than attend classes and fails to make money.

Kakande & Nalwada (2013) found that high incidences of cattle rustling and poverty in Northern Uganda were responsible for poor quality education and school attendance levels because of the inability of the parents to provide scholastic materials for their children. As stated by Kakande & Nalwada (2013) the situation is supported by the fact that teachers are poorly remunerated to the extent that they are forced to teach and engage in other income-generating activities.

It is also significant to observe that livestock rustling has led to widespread teacher-pupil absenteeism and watering down of the quality of education because teachers' time for preparation, teaching and assessment is significantly reduced in order to attend to personal businesses to supplement salary (Anyango et al., 2017). As a result, most areas experience cattle rustling recorded low pupil enrolment since most parents feared for the lives of their

children. Most schools in these marginalized areas also register a high dropout rate due to insecurity reasons. Teachers are forced to desert their duty and relocate to other places. All these happenings cause serious problems towards participation in primary education (Katam, 2012).

According to Kipkorir (2014), migration due to the displacement of pastoralists during livestock rustling periods affects enrolment and participation in learning. Insecurity forces children to stay at home due to fear of being attacked as they go to their learning institutions. Livestock rustling makes teachers not to attend schools and this hinders learning and instructional leadership in schools.

Lack of basic needs such as food and clothing due to poverty is attributed to the loss of livestock and this affects enrollment because parents are not able to meet their children's basic necessities. Absenteeism by either the pupil or the teacher leads to incomplete coverage of the syllabus. This can reduce the quality of education in livestock rustling areas. Teachers and learners being absent in insecure regions are understandable and this leads to poor management of school instructional leadership by the headteachers.

2.5. Livestock rustling and Monitoring of Learner Progress

The headteachers' prime goals in instructional leadership are the improvement of school by exhibiting high academic achievement. It is the role of the instructional leader to ensure the concern and interests of students' achievement are achieved. Instructional leaders clearly initiate school-wide academic standards by creating policies that encourage learners to pursue more precise academic goals. The instructional leader keeps consistent and regular student progress records (Momanyi, 2011).

According to Hallinger (2011), headteachers have a duty to discuss students' progress in individual meetings, identify strengths and weaknesses that affect the learners' academic achievement, use tests and other academic achievement measures to assess progress toward school goals, announce the individuals and school's academic progress in written form. UNICEF (2014) stated that poor academic achievement in education in Africa was due to the poor economic base that does not support the education system. Kakande & Nalwada (2013) observed that livestock rustling and poverty are responsible for the deteriorating quality of education in Northern Uganda after incidences of livestock rustling result in parents not being able to provide scholastic materials to their children. To achieve the optimum learning of the child the instructional leaders should take care of the pupils' progress in academics

according to their capability nevertheless this cannot be accomplished when the environment is not conducive and peaceful due to insecurities like livestock rustling (Mohammed & Orodho, 2016).

According to Anyango et al. (2017), the level of academic achievement in national examinations is affected by livestock rustling. Livestock rustling destabilizes schooling activities by the destruction of school infrastructure, constant displacement of people this regularly limits learners' participation in school hence leading to low academic achievement in formative and summative assessments.

According to Murphy (1983), the role of instructional leader is to ensure that student's signs of progress in academics are monitored through assessments and examinations. Instructional leaders should make sure teachers use the data from the evaluations to plan on individual students depending on their academic needs. During livestock rustling periods, many parents in hostile environments refuse to send their children to schools for fear of attack by cattle rustlers. Long distances from schools and low enrollment as a result of livestock rustling cause poor academic achievement in schools. The researcher purposes to fill the gap on the effects of livestock rustling on headteachers' monitoring of learner's progress in public primary schools in Kenya.

2.6 Summary of Literature Review

This study seeks to relate livestock rustling and its effects on headteachers' instructional leadership in public primary schools in Laikipia North Sub-County. The related literature review helps to inform the theoretical, empirical and conceptual framework of this study. The review focuses on the following factors that affect instructional leadership of public primary schools concept of livestock rustling, livestock rustling and supervision of instruction, livestock rustling and headteachers' protection of instruction time, livestock rustling and headteachers' protection of instruction time, livestock rustling and monitoring of learner's progress.

From the literature reviewed very little has been written about the effects of livestock rustling on headteachers' instructional leadership in public primary schools Laikipia North Sub-County. Livestock rustling is a common cause of conflict and disruption of learning in the region. This research, therefore, purposes to bridge and fill the gap that exists.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This section contains research design, description of study variables, location of the study, description of the target population, the sample size for the research, research instruments, the validity of the instruments, reliability, procedures for data collection and data analysis techniques.

3.1 Research Design

According to Orodho (2004), research design refers to the procedures used by a researcher to investigate the correlation between variables starting from subjects into groups, administer measures in relation to the groups, and scrutinize the data. The researcher adopted a descriptive survey design to collect data on the effects of livestock rustling on headteachers' instructional leadership in public primary schools in Laikipia North Sub-County.

According to Orodho (2004), a descriptive survey entails collecting significant data from the respondent by interviewing them or giving questionnaires to groups of people. The descriptive survey design was used to collect data from headteachers and teachers. Through this research design, the researcher was able to gather information on how livestock rustling is affecting instructional leadership in public primary schools in Laikipia North. This research design

was the most suitable because it helped the researcher to show how livestock rustling has affected headteachers' instructional leadership in primary school education.

3.1.1 Description of Study Variables

Table 3.1: Description of Study Variable

<p>Independent Variable Livestock rustling</p>	<p>Indicators</p> <ul style="list-style-type: none"> - Destruction of school facilities - Displacement of the people - Teachers absenteeism - Learners absenteeism - Loss of human life - Psychological trauma
<p>Dependent Variable Instructional leadership</p>	<p>Indicators</p> <ul style="list-style-type: none"> - Supervision of Instruction - Provision of instructional resources - Protection of Instruction Time-Monitoring of Learner Academic Progress

Source: Researcher, 2019

3.2 Location of the Study

Laikipia North Sub-County is situated in Laikipia County in the semi-arid region of Rift Valley. It is located approximately, 220 km North of Nairobi on the foothills of Mount Kenya. It is a heterogeneous zone of semi-arid pastoralists in the low lying drier areas and high potential crop cultivation in the higher wetter areas (Bond, 2014). It has the following administrative wards; Sossian, Segera, Mukogondo East, and Mukogondo West. Laikipia North has a population of 79,286 people. The population density in Laikipia North Sub-

County is 15 persons /square kilometer (KNBS, 2013). Livestock raiding is prevalent in the area and it has led to intense clashes between Maasai, Samburu and Pokot tribes. Livestock rustling has led to the closure of schools and health facilities due to fear of attack by raiders (Obare, 2017; Bond, 2014).

3.3 Target Population

The target population refers to a total number of subjects which research is interested in and needs to generalize the result of the research (Mugenda & Mugenda, 2003). The study was conducted in Laikipia North Sub County. The target population of the research was 24 headteachers', 231 primary school teachers. A total of 255 respondents are targeted by the researcher.

3.4 Sampling Techniques and Sample Size

3.4.1 Sampling Techniques

A sample refers to the accessible population which is systematically and procedurally selected to represent it. According to Oso & Onen (2011), the sampling technique refers to the description of strategies that the researcher uses to select from the target or accessible population. Mugenda & Mugenda, (2003) and Gay (1992), suggest 10% for the accessible population is adequate while 30% or more may be required for a smaller population. The smaller the target population the higher the sample size. The researcher sampled 18 public primary schools in the Sub-County. Therefore 18 headteachers were

purposively sampled to participate in the study. This was done by acquiring a list of public schools from the county director of education and purposively selected 18 schools. According to Mugenda & Mugenda (2003), purposive sampling allows the researcher to use the cases that have the required information with respect to the objectives of the research. The researcher embraced a simple random sampling technique to sample 6 teachers from each school; a total of 108 teachers took part in the study due to the small population. Simple random sampling ensured each member of the target population got an equal and independent chance of being included in the sample (Oso & Onen, 2011).

3.4.2 Sample Size

Table 3.2: Sample Size

Group /respondents	Population size	Sample size	Percentage
Headteachers	24	18	75 %
Teachers	231	108	46.8%
Total	255	126	

3.5 Research instruments

Research instruments refer to the tools used for collecting data (Oso & Onen, 2011). The research used questionnaires and document analysis to collect data.

3.5.1 Questionnaires for Headteachers and Teachers

According to Kombo & Tromp (2006), a questionnaire is a research instrument that is used to gather data over a large sample. The researcher administered questionnaires designed for teachers and headteachers. These instruments were used to collect data on headteachers and teacher's perception of the effects of livestock rustling on the management of the learners and teaching during insecurity periods. The effects of livestock that headteachers and teachers face in instructional leadership during livestock rustling periods and what they do to ensure learners remain in schools. The questionnaires also requested teachers to give their recommendations on what should education stakeholders do to ensure instructional leadership takes place effectively during livestock rustling periods. The questionnaires contained open-ended questions to enable teachers to give their views without restrictions. This enabled the respondent to give their answers in a more elaborate manner. Closed-ended questionnaires were used to provide realistic data for quantitative data analysis (Mugenda & Mugenda, 2006).

3.5.2 Documents Analysis Guide

According to Oso & Onen (2011), document analysis refers to the critical scrutiny of private or public recorded information associated with the subject under research. The researcher examined registers and examinations mark list

for class six and seven to document the effects of livestock rustling on learners' school attendance and their academic achievements. This helped the researcher obtain unobtrusive information on school attendance and learners' academic achievement during livestock rustling periods in public schools in Laikipia North Sub-County.

3.6 Piloting

The researcher pre-tested the research questionnaires in two public primary schools in Laikipia North Sub-County. The pre-test results were used to improve the research instrument. The pilot study was conducted to test the validity and reliability of the research instruments by identifying items that were not clear to the respondent and made likely changes.

3.6.1 Instruments Validity

Validity refers to the aptitude of research tools to genuinely measure the content they are intended to measure (Oso & Onen, 2011). Content validity was validated through expert judgment. Gay (1987) states that content validity is measured by consulting experts in your area of study. The researcher ensured validity by conducting a pilot study to establish if the tools are relevant to the study or not. This enabled the researcher to identify the suitability and relevance of the items. Relevant items were maintained while irrelevant items were modified or removed from the research instruments.

3.6.2 Instrument Reliability

Reliability refers to the ability of a research instrument to yield consistent results after repeating several tests. It aims at having consistent results (Mugenda & Mugenda, 2003). The researcher used the test-retest method to ensure reliability is maintained. The researcher administered the research instrument twice to the same respondents in two public primary schools in an interval of two weeks. The scores of the first and second pilot were correlated using Pearson's product-moment correlation coefficient method. A correlation coefficient of 0.77 was obtained in the teachers' questionnaire while a correlation coefficient of 0.76 was obtained in the headteachers' instruments signifying that the instruments were reliable. A correlation (r) of 0.75 and above is considered adequate to evaluate the reliability of the research instruments (Orodho, 2004). Pearson's product-moment correlation coefficient formula;

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

Whereby

n = Number of pairs of scores

$\sum xy$ = Sum of the products of paired scores

$\sum x$ = Sum of x scores

Σy = Sum of y scores

Σx^2 = Sum of x squared scores

Σy^2 = sum of y squared scores

3.7 Data Collection Procedure

The researcher sought consent to carry out the research from (NACOSTI) National Council for Science, Technology, and Innovation. The researcher visited the Laikipia County Director for Education and County Commissioner for permission to visit schools. The researcher booked an appointment with the school headteachers on the intention to use their schools in data collection. The sampled schools were visited by the researcher and he then issued questionnaires to the teachers and headteachers. The researcher assured the respondent confidentiality of the data that was given. The researcher issued the respondent with research questionnaires after which the questionnaires were collected.

3.8 Data Analysis

Data analysis entails an examination of coded data critically and making inferences (Kombo & Tromp, 2006). Data collected was checked for accuracy and completeness to identify those items wrongly responded to, spelling mistakes and blank spaces. Data were organized using the Statistical Package for Social Science (SPSS) version 23. Quantitative data on the effect of

Livestock rustling on headteacher instructional leadership (I.L) was analyzed by the use of descriptive statistics. The data analyzed was then presented in frequencies distribution Tables, and pie charts in order to answer all the research questions. Qualitative data were analyzed by coding and classifying information into major themes then presented in narratives.

Table 3.3: Data Analysis Plan

Objective	Nature of the data	Statistics	Presentation Method
To determine how livestock rustling affects headteachers' supervision of instruction in public primary schools Laikipia North Sub-County	Quantitative Qualitative	Means Percentage	Frequency Distribution Tables Pie charts Narrations
To determine how livestock rustling affects headteachers' provision of instructional resources in public primary schools in Laikipia North Sub-County.	Quantitative Qualitative	Means Percentage	Frequency distribution Tables Pie charts Prose
To establish the effect of livestock rustling on headteachers' protection of instructional time in public primary schools in Laikipia North Sub-County	Quantitative Qualitative	Means Percentage	Frequency distribution Tables Prose
To establish the effects of livestock rustling on headteachers' monitoring of learners' progress in public primary schools in Laikipia North Sub-County.	Quantitative Qualitative	Means Percentage	Frequency distribution Tables Pie charts

3.9 Logistical and Ethical Considerations

The researcher got authorization from the school management to conduct the research. The researchers guaranteed the privacy and confidentiality of the respondent. The informants and participants remained anonymous by concealing their identity. The research findings and interpretations were presented honestly and objectively while avoiding untrue, deceptive or doctored results. The researcher explained the research in advance and debriefed subjects afterward to ensure there was informed consent of the participants.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.0 Introduction

This chapter gives a systematic and comprehensive analysis of the data collected during the study. The research major concern was to establish the effect of livestock rustling on headteachers' instructional leadership in public primary schools in Laikipia County. The study was guided by research objectives and questions as indicated in chapter one.

Data was gathered by administering questionnaires' to 18 headteachers and 108 teachers. Data collected from the above sources are presented under the following subheadings; questionnaire return rate, demographic information of the respondent, effects of livestock rustling on supervision of instruction, effect of livestock rustling on provision of instructional resources, effects of livestock rustling on protection of instructional time and effects of livestock rustling on monitoring of learners progress.

4.1 Questionnaire Return Rate

According to Fowler (2004) response return rate refers to the extent to which the collected data includes all sample members. The response rate is done by calculating the number of questionnaires collected from the respondent. In this research data was collected from a number of purposefully sampled primary

schools in Laikipia North Sub-County. The all-inclusive 126 questionnaires issued out to both teachers and headteachers were returned making the questionnaire return rate 100 percent as shown in Table 4.1

Table 4.1: Questionnaires return rate

Designation	Questionnaires Administered	Questionnaire Returned	Percentage %
Headteachers	18	18	100
Teachers	108	108	100
Total	126	126	100

Mugenda and Mugenda (2003), states that a 60 percent response rate is good whereas 70 percent or more is better for social sciences. Babbie (2002) adds that a response rate of 50 percent and above is sufficient for data analysis. Since this study received a 100 percent questionnaire return rate it is considered excellent for a good data analysis.

4.2 Demographic Information of the Headteachers and Teachers

Prior to presenting the research findings, it was prudent to analyze the demographic characteristics of the respondents to establish whether the data was collected from the relevant group.

4.2.1 Gender Distribution

The research sought to find out the gender distribution of the respondent. The findings are presented in Table 4.2.

Table 4.2: Distribution of respondent's by gender

Gender	Teachers		Headteachers	
	Frequency	Percentage %	Frequency	Percentage %
Female	51	47.2	2	11.1
Male	57	52.8	16	88.9
Total	108	100.0	18	100.0

From the responses, the majority of the teachers 57 (52.8%) were male while minorities 51 (47.2%) were female. The majority of the headteachers 16 (88.9 %) were males while minorities 2 (11.1%) were females. It is clear that the male gender was the majority to a large extent. This may be a confirmation that education institutions in Laikipia North Sub-County are male-dominated which may be attributed to the hardships in the area. The gender imbalance was not expected to affect the study because the types of the questions probed were not gender-sensitive and any unlikely error as a result of gender imbalance may be tolerated. The number of females in school headship is low. The whole sub-County has two female headteachers compared to sixteen male headteachers. The gender inequality in leadership positions may be attributed to hardships in

the school around the region. The concerned education officials may not be providing necessary opportunities to empower more female teachers to lead public learning institutions in Arid and semi-arid lands. Nonetheless, given that most of the responses in the research questionnaires dependent on opinions and perceptions. Gender distribution is expected to accommodate the perceptions and opinions of both genders.

4.3 Professional Qualifications of the Respondents

Table 4.3: Professional qualifications of the respondent's

Level	Teachers		Headteachers	
	Frequency	Percentage %	Frequency	Percentage %
P1	54	50.0	4	22.2
Diploma	39	36.1	9	50.0
Degree	15	13.9	5	27.8
Total	108	100.0	18	100

From the responses, the majority of the teachers 54 (50%) had a P1 certificates level of education, 39 (36.1%) had a diploma and 15 (13.9%) had a bachelor's degree. The majority of the headteachers 9 (50.0 %) had P1 certificates. The minority of the headteachers 4 (22.2 %) had diploma certificates while 5 (27.8 %) had degrees level of education, as shown in Table 4.3 above. In view of the fact that all the respondents had a minimum of P1 certificate level of education, which is a good indication that the respondent had the necessary capacity to

adequately respond to the research questions on effects of livestock rustling on headteachers instructional leadership in public primary schools.

4.4 Duration of Service for Teachers and Headteachers in Respective Institutions

The researcher purposed to know for how long teachers and headteachers had served in their stations to understand their familiarity with livestock rustling problems.

Table 4.4: Teachers and headteachers’ length of stay in respective schools

Years of service	Teachers		Headteachers	
	Frequency	Percentage %	Frequency	Percentage %
1-5 years	73	67.6	16	88.9
6-10 years	22	20.4	1	5.6
Over 10 years	13	12.0	1	5.6
Total	108	100.0	18	100.0

From the above Table 4.4, most of the teachers 73 (67.6 %) had taught in their current stations for 1-5 years this may have been caused by delocalization of teachers by Teachers Service Commission (TSC), only 22 (20.4%) had an experience of 6-10years while 13 (12.0 %) had served in their respective

schools for over 10 years. The majority of the headteachers 16 (88.9 %) had stayed in their stations between 1-5years, only 1 (5.6 %) had served between 6-10years while 1 (5.6 %) had served for over 10 years. This suggests that the majority of the teaching staff and headteachers had vast experience on the effects of livestock rustling on headteachers' instructional leadership in public primary schools in Laikipia North sub-County. The researcher assumed educators who had taught for an extensive period in Laikipia north were able to clearly link livestock rustling with instructional leadership.

4.5 Frequency of Livestock Rustling

The researcher purposed to know how frequent livestock rustling was in Laikipia North sub-County public primary schools in order to understand the effects of livestock rustling in the region. The respondents were asked to give their response if it is an often occurrence, very often or rare. The headteachers and teachers gave their responses as shown in Figure 4.1.

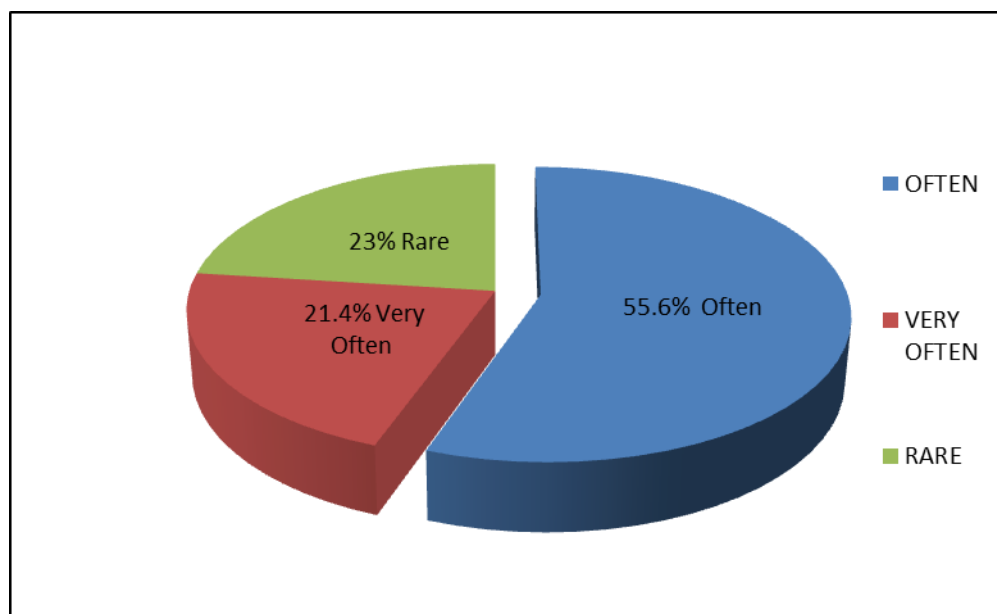


Figure 4. 1: Frequency of livestock rustling in Laikipia North Sub-County

Figure 4.1 above shows how frequent is livestock rustling in the region. The majority of the respondent 70 (55.6 %) stated that livestock is an often occurrence, only 27 (21.4%) said it is very often occurrence while 29 (23.0 %) noted that livestock rustling rarely occurs around their teaching stations. The response depended on the location of the school, schools that were bordering Samburu County, Baringo County and Isiolo county livestock rustling was a regular occurrence which occurred any month of the year

4.6 Months of the Year in which Livestock Rustling is Frequent

The teaching staff and headteachers were asked to specify the months of the year when livestock rustling is frequent in their region results are indicated in Table 4.5

Table 4.5: Months of the year in which livestock rustling is frequent

Month of year	Frequency	Percentage %
January	18	14.3
February	0	0.0
March	6	2.4
April	3	2.4
May	1	8.0
June	1	8.0
July	2	1.6
August	13	10.3
September	4	3.2
November	9	7.1
December	16	12.7
No specific month	53	42.1
Total	126	100.0

The majority of the respondents 53 (42.1%) enumerated that livestock rustling occurs at any time of the month because of the cultural and traditional way of life. Sometimes livestock rustling transpires as an outcome of revenge attacks and replacements of livestock lost during dry periods. Only 16 (12.7%) of the headteachers and teachers stated that livestock rustling takes place in December while 13 (10.3%) of the teachers and headteachers stated that livestock rustling took place in August.

High rates of livestock rustling in December and August may be attributed to coincide with cultural practices such as initiation. Only 18 (14.3%) of the teachers and school leaders observed that the stealing of domesticated animals took place in the month of January as pastoralists migrate from one place to the other in pursuit of greener pastures and freshwater for their animals. Currently, domesticated animals rustling cannot be predicted because we have numerous occurrences that are leading to the stealing of livestock which is not limited to replacement of livestock lost due to natural calamities, devastate between various communities, political influences and cultural practices.

4.7 Effects of Livestock Rustling on the Supervision of Instruction

The first objective wanted to establish how livestock rustling affects the supervision of instruction. The majority of the respondents 100 (79.4%) stated that livestock rustling creates insecurity which does not allow teaching and learning while 26 (20.6%) stated that livestock rustling creates insecurity but does not affect the supervision of instruction in the region. Teaching staff and headteachers were further asked to indicate how livestock rustling affects the supervision of instruction. The findings are as indicated in Table 4.6.

Table 4.6: Headteachers and teacher's on the effects of Livestock Rustling on Supervision of Instruction

1 = Strongly Disagree/Disagree 2= Undecided 3 = Agree/Strongly Agree

Statement	3 %	2 %	1 %
Livestock rustling leads to the destruction of learning materials	50	16.7	33.4
Livestock rustling leads to teacher and learner absenteeism	73.8	8.7	17.5
During livestock rustling, the period headteacher is not able to visit a teacher in classrooms to verify lessons in attendance	42.1	16.7	41.3
Displacement of learners and teachers during livestock rustling periods affects instructional supervision	46.2	11.1	42.0
I am not able to prepare schemes of work during livestock rustling period	39.7	17.5	42.8
Teachers and learners are killed during livestock rustling period	5.6	31.7	62.7

Table 4.6 shows that there are several factors that affect the supervision of instruction in Laikipia North Sub-County. Destruction of learning materials as a result of livestock rustling affected supervision of instruction this was attested by 63 (50 %) of the respondents. The majority 93 (73.8 %) of the headteachers and teachers said that livestock rustling created insecurity which increased teachers' and learners' absenteeism. Headteachers further added that

teacher's nervousness due to insecurity created by livestock rustling, inadequate instructional materials further hindered subject preparation and classroom observations. About 53 (42.1 %) of the respondents said during livestock rustling period's headteachers are not able to visit teachers in classrooms to verify lessons in attendance. According to Ewoi (2015), headteachers moreover spend a lot of time in community security gatherings to solve insecurity cases in order to ensure learning takes place. Displacement of learners and teachers also affected the supervision of teaching in the region this was attested by 58 (46.2%) of the respondents. It was stated by 50 (39.7%) of the teachers and instructional leaders that they are unable to prepare the teaching documents such as the schemes of work, lesson plans and instructional notes.

Additionally, 7 (5.6 %) of the respondents detailed that in some incidences learners are injured while others are killed during livestock rustling. This agrees with Kikechi et al. (2012) that livestock rustling led to the killings of school-going learners. These killings affect headteachers' supervision of teaching and learning in educational institutions in Arid and semi-arid regions due to increased absenteeism due to insecurity. About 79 (62.7%) of the respondent's raiding of domesticated animals lead to losing of learners and

teachers life. Table 4.7 shows the overall effects of livestock rustling on the supervision of instruction in Laikipia North Sub-County.

Table 4.7: Overall Effects of Livestock Rustling on Supervision of Instruction

	Frequency	Percentage %
Very little extent	47	37.03
Moderate extent	25	20.07
Very great extent	54	42.90

About 47 (37.03%) of the teachers and headteachers stated that livestock to a very little extent affects instructional leadership, some 25 (20.07 %) of the teaching staff and headteachers highlighted that livestock rustling to a very moderate extent affects instructional leadership. The majority, 54 (42.90 %) of the respondents, strongly agreed that livestock rustling to a great extent affects headteachers' instructional leadership in public primary schools in Laikipia County.

4.8 Effects of Livestock Rustling on the Provision of Instructional Resources

When teaching staff and instructional leaders were requested to give their opinions on how livestock rustling affected the provision of instructional resources, they highlighted several factors as shown in Table 4.8

Table 4.8: Headteachers and teachers take on the effects of livestock rustling on the provision of instructional resources

Statement	YES %	NO %
Livestock rustling affects the provision of learning materials such as textbooks	59.5	40.5
Livestock rustling leads to the destruction of school facilities	57.9	42.1
During livestock rustling teaching materials such as books are stolen	48.4	51.6
As a result of livestock rustling related insecurity school sponsors withdraw their support to the schools	50.4	49.2

The information on Table 4.8 shows that 75 (59.5%) of the teachers and headteachers stated that livestock rustling affects the provision of learning materials in schools. This implies that learning does not take place effectively without sufficient learning resources. In Laikipia North sub-County, livestock rustling had led to damage of school amenities such as classrooms this was confirmed by 73 (57.9%) of the respondents.

About 61 (48.4%) of the respondents' learning materials are stolen by people while 65 (51.6%) said that livestock rustlers do not touch school materials they are only interested in livestock. According to Katam (2012) school resources are stolen and destroyed by families that settle down in schools due to insecurities created by livestock rustling. It was stated by 64 (50.4 %) of the respondent alleged that sponsors withdraw their support as a result of

insecurity created by livestock rustling. This confirms Wangu (2013) which claims that cattle rustling led to the destruction of school properties thus influencing sponsors to withdraw their support to the school and as a result teaching and learning is stagnated.

According to Katam (2012), widespread cattle raiding among pastoralist communities hindered the acquirement, provision, use, and storage of instruction materials. Teachers further detailed that once inhabitants steal animals from white settlers' farms that finance school projects like construction of classrooms and employment of the Board of Management teachers, they tend to withdraw their support from the schools.

Additionally, 61(49.2 %) of the respondent disagreed that most of the sponsors do not withdraw their support as a result of livestock rustling in the region. The respondents added the following factors that to a big extent affect the provision of learning resources; poor relationships between the donors and the school leadership, ignorance of the parents, invasion by wild animals such as elephants destroy school properties, poor storage facilities in the schools and poor road networks in Laikipia North sub-County. From the findings above its clear that livestock rustling affects the provision of instructional resources in Laikipia North Sub-County. Table 4.9 shows the overall effects of livestock rustling on the provision of instructional resources.

Table 4.9: Overall Effects of livestock rustling on provision of instructional resources

	Frequency	Percentage %
Very little extent	58	45.85
Moderate extent	0	0.00
Very great extent	68	54.50

According to 58 (45.85 %) of the teachers and headteachers stated that to a very little extent livestock rustling affected headteachers provision of instructional resources in schools. The majority of the headteachers and teachers 68 (54.50 %) said that that livestock to a very great extent affects the provision of instructional resources in public primary schools in Laikipia North Sub-County. The findings of this research agree with Katam (2012) where rampant livestock raiding impeded acquirement, use, and maintenance of instructional resources in public primary schools.

4.9 Effects of Livestock Rustling on Headteachers' Protection of Instructional time

The research purposed to establish the effects of livestock rustling on headteachers protection of instructional time in public primary schools in Laikipia North Sub-County. The teaching staff and headteachers were requested to identify factors that affected the protection of instructional time in the region as shown in Figure 4.2

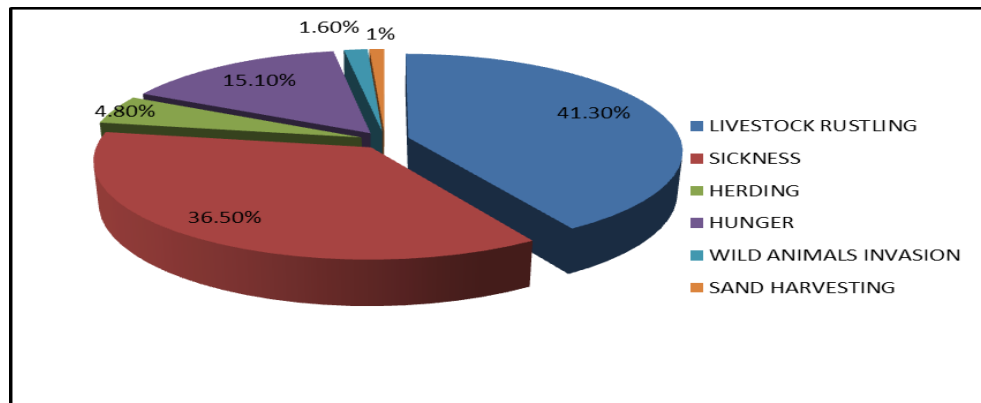


Figure 4. 2: Causes of Learner’s Absenteeism in Schools

From Figure 4.2 above, the majority of the teachers and headteachers 52 (41.30%) itemized livestock rustling as a major cause of learner absenteeism in the region. This confirms Kaliakamur (2018) findings that whenever there is a fight due to cattle rustling, children, women and elderly people suffer most as the men fight to defend their families and livestock. Pupils are not able to attend schools to acquire knowledge when their communities are fighting. According to 46 (36.50%) said that sickness affected attendance and protection of instruction time, 6 (4.80%) supposed pupils fail to come to school because they are tasked to look after their families herds, only 19 (15.10%) said that hunger increased absenteeism in the region which in turn affected protection of instruction leadership. Irregular provision of foodstuff in the school had affected attendance in some schools. In addition, 2 (1.6 %) of the respondents indicated wild animal’s invasion of the school hindered the protection of the instructional time. They added that elephants block learners going to schools

hence this hindered protection of instruction time by increasing absenteeism and finally 1 (1.0 %) of the teachers stated that sand harvesting made learners not to attend schools in the region. Table 4.10 below shows educators' and school administrators' responses to the effects of livestock rustling on headteachers' protection of the instructional time.

Table 4.10: Effects of livestock rustling on the protection of instructional time

Statement	YES %	NO %
Livestock rustling leads to closure of your school	57.5	42.9
Destruction of learning materials as a result of livestock rustling affects the management of learning time	65.9	34.1
Livestock rustling leads to increased teachers and learners' absenteeism	64.3	35.7
Learners are psychologically traumatized as a result of livestock rustling	86.5	13.5

From Table 4.10, 72 (57.5 %) of the teachers and headteachers said that livestock had led to the closure of their schools while 54 (42.9%) stated that livestock never led to the closure of their learning institution. This agrees with Simuyu et.al (2016) that found out that livestock rustling led to displacements of families which in turn influence closure of learning institutions and as a consequence, the headteachers are not in a position to protect instructional time

commendably. Additionally, 83 (65.9%) of the respondent said that livestock rustling destroyed learning materials which in turn affected instructional time management. Livestock rustling has also led to an increased teacher-learner absenteeism in the region this was confirmed by 81 (64.3 %) of the teachers and headteachers. It was also added that nomadism lifestyle also affected the protection of instruction time. Moreover, 109(86.5%) of the teaching staff and school administrators' stated that as a result of livestock rustling learners are psychologically traumatized. This makes teachers spend a lot of time in school counseling them because they cannot concentrate in school. It was also noted that destabilization caused by livestock rustling affected pupils' attendance because when parents migrate to secure places learners follow their parents to safeguard their dear lives. Some of the learners relocate to far places which makes it hard for the learners to attend schools. Those who manage to attend schools get to school very late due to long distances traveled between the school and the temporary safe homesteads.

Table 4.11: Overall Effects of livestock rustling on the protection of instructional time

	Frequency	Percentage %
Very little extent	47	37.03
Moderate extent	25	20.07
Very great extent	54	42.9

Accordingly, 47 (37.03 %) of the teachers and headteachers livestock rustling to a very little extent affect the protection of instruction time. Only 25 (20.07%) of the teachers and headteachers stated that to a moderate extent livestock rustling affects the protection of instruction time. The majority of the respondent 54 (42.9 %) said that livestock rustling to a very great extent affects the protection of teaching and learning time. The result of this study coincides with findings of research done by Anyango et al. (2017) that states that livestock rustling is a major impediment to headteachers' protection of teaching and learning time. This is because, during the insecurity periods, people are displaced to safe places hence learners are not able to attend schools.

4.10 Effects of Livestock Rustling on Monitoring Learner's Progress

It is the role of instructional leader to ensure that learner's academic signs of progress are monitored. The instructional leader keeps consistent and regular students' academic progress (Momanyi, 2011). In this study, the researcher wanted to establish how livestock rustling affected headteachers' monitoring of instructional leadership in Laikipia North Sub-County.

Table 4.12: Headteachers and teachers views on how livestock rustling affected monitoring of learners progress

	1= Strongly Disagree/Disagree Agree	2= Undecided	3= Agree/Strongly Agree
STATEMENT	3 %	2 %	1 %
Livestock rustling leads to regular learner absenteeism	72.3	15.9	11.9
Livestock rustling makes it hard to monitor learners academic progress	64.3	18.3	17.4
Livestock rustling has made learners drop out of school	64.3	14.3	21.4
Due to regular displacement during livestock rustling teachers are not able to track learner progress in academics	64.3	16.7	19.1
Livestock rustling leads to poor academic achievement at the end of term examinations	76.2	9.5	14.3
As a result of livestock rustling documents used to monitor each learner's academic achievement are destroyed	42.4	16.7	41.3

The analysis in Table 4.12 shows that 91 (72.3%) of the teachers and headteachers agreed that livestock rustling led to increased learner absenteeism. Livestock rustling makes it difficult for teachers to monitor learner academic progress. According to 81 (64.3%) of the teachers and headteachers agreed that livestock rustling made it difficult to keep each learner's progress records. This is because regular displacement as a result of livestock rustling makes it difficult for pupils to participate in school activities as this area is constantly infiltrated with insecurity. As stated by 81 (64.3 %)

of the teachers agreed that livestock rustling made learners drop out of school as a consequence of insecurity, displacement of people, loss of parent and loss of livestock which is the main source of livelihood in the region. Teachers added that migration of families in search of pastures and water makes learners stay away from school. Some learners drop out of school as they move from one place to another during dry seasons. It was supported by 81 (64.3%) of the teachers that due to regular migration and displacement of pupils, teachers are not able to monitor individual learner progress.

It was stated by 91 (72.2%) of the teachers and headteachers agreed that livestock rustling led to poor academic achievement in formative examination due to regular absenteeism as a result of insecurity created by livestock rustling in the region. This agrees with Anyango et al. (2017) in research conducted in Borabu that academic achievement in national examinations is affected by livestock rustling displacement of people due to insecurities increases absenteeism which in turn affects both formative and summative assessments.

It was also confirmed by 53 (42.4 %) of the headteachers and teachers that livestock rustling led to damage to school documents that monitored individual pupil academic progress. This made it difficult for teachers to give each learner attention depending on their academic needs in various subjects. However, 52 (41.2 %) of the headteachers and teachers disagreed that livestock rustling did

not lead to the destruction of academic records in their schools. It was noted that livestock raiders kill parents and take away livestock which is a source of livelihood to the majority of the residents. This instills fear and anxiety among the schools going children who in return do not feel comfortable and secure in school. These pupils drop out of schools while others transfer to other schools hence headteachers are not able to monitor their academic progress.

Table 4.13: Overall Effects of livestock rustling on monitoring learners' progress

	Frequency	Percentage %
Very little extent	26	20.90
Moderate extent	18	14.30
Very great extent	82	64.97

In accord with the responses given by teachers and headteachers 82 (64.97 %), livestock raiding affects the monitoring of learners' progress to a very great extent. Some 18 (14.30%) of the respondents had the opinion that livestock rustling affects headteachers' monitoring of learners' progress to a moderate extent. Only 26 (20.90 %) of the respondents had the opinion that livestock rustling rarely affects the monitoring of learners' progress in public primary schools in Laikipia North.

It was also noted that long distances of traveling from Manyattas to schools, nomadism way of life, lack of feeding programs, sand harvesting, fear of gunshots in case of livestock rustling also affected schools' participation. The findings of this research on the effects of livestock rustling on monitoring of learners' progress agree with Kipkorir (2014) which found out that displacement of pastoralists caused by insecurity due to raiding affected school participation.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This section is a wrap up of this research. It presents a summary of the research findings, conclusions, recommendations of the study and suggestions for further research.

5.1 Summary

The purpose of this research was to document the effects of livestock rustling on headteachers' instructional leadership in the public primary schools in Laikipia County. The research was guided by the following four objectives; to determine how livestock rustling affects headteachers' supervision of instruction, to determine how livestock rustling affects headteachers' provision of instructional resources, to establish the effects of livestock rustling on headteachers' protection of instructional time and finally to establish the effects of livestock rustling on headteachers' monitoring of learners' progress in public primary schools in Laikipia North sub-County.

The study embraced descriptive survey research design. The target population was all the teachers and headteachers in Laikipia North Sub-County. Purposive sampling technique was embraced to select 18 schools headteachers while a

simple random sampling technique was used to select 6 teachers per school in 18 schools. Data was collected using questionnaires for teachers and headteachers and document analysis for class registers. Data were organized using the Statistical Package for Social Sciences (SPSS) version 23. The analysis generated frequencies and percentages.

5.1.1 Summary of the Main Research Findings

Frequency of Livestock Rustling

The majority of the respondents numbering 70 (55.6%) stated that livestock rustling occurs often around their schools while 27 (21.4 %) of the respondents said livestock rustling menace occurred very often around their teaching stations and affects teaching and learning in their schools.

The majority of the teachers and headteachers numbering 67 (53%) stated that livestock rustling had no specific month when it occurred. Livestock rustling occurs any month of the year with more emphasis in dry seasons, during initiations periods and commercialization of livestock rustling. This was a clear indication that livestock takes place very often in the Laikipia North sub-County.

5.1.2. Effects of Livestock Rustling on Supervision of Instruction

The study found out that livestock affected headteachers' supervision of instruction in public primary schools. The majority of the respondent's 100

(79.4%) stated that livestock rustling created insecurity which did not allow teaching and learning to take place. Destruction of learning materials, increased teacher and learner absenteeism, regular displacements of families during livestock rustling periods affected instructional supervision in some cases learners were injured or killed as a result of livestock rustling in the region hence they were not able to attend public learning institutions

5.1.3. Effects of Livestock Rustling on the Provision of Instructional Resources

The majority of the respondents, numbering 75 (59.5%), points out that livestock rustling affected the provision of instructional resources. According to 64 (50.4 %) of the headteachers and teachers stated that as a result of insecurity created by livestock rustling sponsors withdraw their support to the schools this includes financial support, construction of classrooms, provision of books, feeding programs and employment of board of management (B.O.M) teachers. Instruction resources provided by the government and non-governmental organizations (NGO'S) had also been stolen by people who settle down in schools during livestock rustling period.

5.1.4. Effects of Livestock Rustling on Headteachers Protection of Instruction Time

The researcher found out that livestock rustling affected the protection of teaching time in the public primary schools in Laikipia North Sub-County.

Majority of the respondent's 52 (41.30 %) itemized livestock rustling as a major cause of increased absenteeism in the region which affected the protection of teaching and learning time in schools. With increased livestock rustling headteachers were not able to protect instruction time due to increased absenteeism. The respondent added other factors such as the herding of livestock, hunger, sand harvesting, and wild animal invasions affected the protection of instruction time due to increased rates of absenteeism. It was asserted by 72 (57.5%) of the teachers and headteachers that schools had been closed as a result of regular displacement of people due to insecurity created by livestock rustling. The researcher found out that learners are psychologically traumatized as confirmed by 107 (85%) of the headteachers and teachers. Teachers spend a lot of class time counseling learners who have lost parents during livestock rustling incidences. This deters the protection of time set for teaching and learning.

5.1.5. Effects of Livestock Rustling on Monitoring of Learners Progress

The researcher found out that it was very difficult for headteachers and teachers to monitor learner's academic progress in Laikipia North Sub-County. Majority 81 (64.3%) of the teachers and headteachers monitoring of learners' progress has been hindered by increased absenteeism as a result of displacement during livestock rustling periods. Examinations mark lists in

some schools had been destroyed during the livestock rustling period as indicated by 53(42.4 %) of the respondents. Destruction of school records makes it difficult for teachers to give each learner attention and assistant based on their academic achievements needs.

Terror and nervousness instilled by gunshots, increased absenteeism affects learner's participation in schools which barricades monitoring of individual learner academic progress. The research also found out that livestock rustling led to low academic achievement in examinations this was attributed to the fact that learners are forced to be out of school for a long period of time it was attested by 100 percent of the teachers and Headteachers.

5.2 Conclusions of the Study

Livestock rustling is a major impediment to instructional leadership in public primary schools in Laikipia North Sub-County. As a result of livestock rustling menace, headteachers are not able to supervise instruction, provision of instructional materials is affected, protection of instruction time, and monitoring of learners' academic progress which in turn leads to low academic achievement in the region. From the findings, the researcher can conclude that headteachers monitoring of learners' progress was more affected by livestock rustling than other aspects of instructional leadership. This was confirmed by 82 (64.57%) of the educators and headteachers in Laikipia North Sub-County.

This was attributed to the displacement of families which in turn led to increased learner absenteeism and drop out. The provision of instructional resources was to a very strong degree affected by livestock rustling this was confirmed by 68 (54.50%) of the instructors and school administrators. Due to livestock rustling, there was a poor provision of instructional resources as school sponsors withdrew their support and also late provision by the government.

Supervision of instruction and monitoring of learners' progress were both moderately affected by livestock rustling according to 54 (42.90%) of the respondents. The researcher confirmed that during livestock rustling periods monitoring of learners' progress is impeded. Schools that supervise instructional during livestock rustling periods do it inefficiently. With increased absenteeism, inadequate instructional resources the school administrators are not able to supervise teaching and learning as they spend a lot of time in communal meetings to sort out livestock menace.

The monitoring of learners' progress was not efficient due to increased displacement as a result of insecurity. Learners who were in and out of schools at an irregular period their academic progress could not be monitored well and be given the necessary assistance in order to improve student's capabilities. Livestock rustling is a major problem among pastoralist communities in Kenya

and outside Kenya. From the findings of this study, livestock rustling affects both the perpetrators and the victims negatively as a result of the hazard thus live in fear and suspicion. This has affected instructional leadership in schools in the region. The effects of livestock rustling affect various aspects of the learning process of learners which needs to be addressed in order to improve quality learning, instructional leadership and academic achievement in public primary schools in Laikipia North Sub-County.

5.3 Recommendations of the Study

Based on the research findings the researcher recommends that;

- i. Teachers in the region should be trained in guidance and counseling in order to counsel pupils affected by livestock rustling.
- ii. Governments should educate people on the effect of their retrogressive activities on education for the pastoralist communities to abandon the livestock rustling vices.
- iii. The government should support headteachers to ensure instructional leadership takes place by curbing livestock rustling.
- iv. Non-governmental organization ranches should consider a partnership with schools to sponsor some of the school activities and provide instructional resources.

- v. The government should ensure police reservists escort teachers and learners to school during livestock rustling periods. There should be the deployment of anti-stock theft police units.
- vi. The government should ensure the disarmament of both the Maasai, Samburu, and Pokot region all the guns should be left with police reservists.
- vii. National cohesion and integration commission should initiate a spearhead dialogue that can make the Maasai, Pokot and Samburu live in peace by constructing a school that admits learners among the three communities.
- viii. The government should take legitimate actions to deal with livestock rustlers. Anyone found rustling should be charged in a court.
- ix. Government and Non-governments organizations should introduce and sustain feeding programs to effectively benefit the pupils.
- x. All schools should be fenced appropriately to avoid invasion by livestock rustlers and wild animals.
- xi. Boarding facilities to accommodate teachers and pupils should to be constructed.

5.4 Suggestion for Further Research

From the findings of the research. The researcher recommends further studies on

- i. Effects of cattle rustling on boy child retention in public primary schools in Kenya.
- ii. Impact of sand harvesting on retention and participation in public primary schools in Laikipia North Sub-County.
- iii. Effects of wild animals invasions in public primary schools in Laikipia North Sub-County.
- iv. Impact of natural calamities on school attendance in public primary schools in Laikipia County.

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APPENDICES

APPENDIX 1: LETTER OF INTRODUCTION

KENYATTA UNIVERSITY,
SCHOOL OF EDUCATION,
PO BOX 43844,
NAIROBI.

HEADTEACHER,

.....,
.....

Dear Sir/Madam,

REF: REQUEST TO CARRY OUT A RESEARCH IN YOUR SCHOOL

I am a postgraduate student at Kenyatta University pursuing a Master's Degree in Educational Administration. I am carrying out research on; *Effects of livestock rustling on headteachers' instructional leadership in public primary schools in Laikipia County*. Your school has been chosen to take part in this study. The identity of the respondent will be treated with confidence. Any assistance given will be highly appreciated as it will be purely for the purpose of the research.

Your assistance will be highly appreciated.

Thank you.

Yours faithfully,

Kithinji Evans

APPENDIX 2: SCHOOL HEADTEACHERS' QUESTIONNAIRE

I am a postgraduate student at Kenyatta University pursuing a master's degree in educational administration. I am carrying out research on the effects of livestock rustling on headteachers' instructional leadership in Laikipia County. Please respond to each item by putting a tick (√) to the response that is applicable and in other questions give your opinion freely. This information will be completely confidential. Kindly do not write your name or the name of your school anywhere.

SECTION A: DEMOGRAPHIC INFORMATION

1. Please indicate your gender

- (a) Male (b) Female

2. Please indicate your highest academic qualification

- (a) P1 (b) Diploma (c) Degree
(d) Masters (e) other (specify) -----

3. Please indicate the number of years you have served as a headteacher in this school

- (a) 1- 5yrs (b) 6-10yrs
(c) 11-15yrs (d) above 15yrs

4. How frequently does livestock rustling occur in Laikipia North Sub-County?

- Often Very Often Rare

5. In which months is livestock rustling most frequent in the Area? -----

SECTION B. EFFECTS OF LIVESTOCK RUSTLING ON THE SUPERVISION OF INSTRUCTION

1. Does livestock rustling periods create which affects the teaching-learning process?

Yes [] No [] Don't Know []

2. The following are ways in which livestock rustling affects the supervision of instruction. Please indicate your level of agreement.

5 Strongly Agree 4. Agree 3. Neutral 2. Disagree 1. Strongly Disagree

STATEMENT	5	4	3	2	1
Livestock rustling leads to the destruction of instruction supervision materials					
Livestock rustling leads to teacher and Learners absenteeism					
During livestock rustling periods, headteacher is not able to visit teachers in classrooms to verify lessons attendance					
Displacements of learners and teachers during livestock rustling periods affect instructional supervision					
It is difficult to check schemes of work, lesson plans, lesson notes and records of work during livestock rustling period					
Teachers and learners are killed by livestock rustlers					

3. Livestock rustling affects supervision of instruction to what extent

a) Very little extent []

b) Moderate extent []

c) Very great extent []

SECTION C: EFFECTS OF LIVESTOCK RUSTLING ON PROVISION OF INSTRUCTION RESOURCES

1. Does livestock rustling affects the provision of learning materials such as textbooks

Yes [] No [] Don't Know []

What other factors affect the provision of learning materials in your school? ---

2. Does livestock rustling lead to the destruction of school facilities?

Yes [] No [] Don't Know []

3. During livestock rustling periods are teaching materials such as books are stolen?

Yes [] No [] Don't know []

4. As a result of livestock rustling related insecurity, do school sponsors withdraw their support to the school?

Yes [] No [] Don't know []

5. Livestock rustling affects the provision of instructional resources to what extent

a) Very little extent []

b) Moderate extent []

c) Very great extent []

SECTION D: EFFECTS OF LIVESTOCK RUSTLING ON PROTECTION OF INSTRUCTION TIME

1. What are some of the causes of teachers' and learners' absenteeism in your school?

a) Livestock rustling [] b) sickness []

d)Others specify-----

2. Does livestock rustling lead to the closure of schools?

Yes [] No []

If yes, what do you do to recover the lost time? -----

3. Does the destruction of learning materials as a result of livestock rustling affect the management of learning time? Yes [] No []

4. Does livestock rustling lead to increased teacher absenteeism and does this, in turn, affect syllabus coverage? Yes [] No []

5. Are learners psychologically traumatized as a result of livestock rustling?

Yes [] No [] Don't Know []

If yes, do you spend some time to counsel affected learners? -----

6. Livestock rustling affects protection of instruction time to what extent

- a) Very little extent []
- b) Moderate extent []
- c) Very great extent []

SECTION E: EFFECTS OF LIVESTOCK RUSTLING ON MONITORING LEARNERS PROGRESS

1. The following are ways in which livestock rustling effect the monitoring of learners’ progress. Please indicate your level of agreement.

5 Strongly Agree 4. Agree 3. Neutral 2. Disagree 1. Strongly Disagree

STATEMENT	5	4	3	2	1
Livestock rustling leads to regular learners’ absenteeism					
Livestock rustling makes it hard to monitor learners’ progress					
Livestock rustling has made pupils to drop out of school					
Due to regular displacement, during livestock rustling periods, teachers are not able to track learner progress in academics					
Livestock rustling leads to poor academic achievement at the end of term examinations					
As a result of livestock rustling, documents used to monitor each learners’ academic achievement are destroyed					
Teachers are unable to monitor the strength and weakness of learners					
Headteachers are unable to discuss pupils progress in individual meeting					
Teachers are unable to give tests and after academic achievement measures to asses pupils progress					

2. Livestock rustling affects monitoring of learners progress to what extent

a) Very little extent []

b) Moderate extent []

c) Very great extent []

Thank you

APPENDIX 3: TEACHERS' QUESTIONNAIRE

I am a postgraduate student at Kenyatta University pursuing a master's degree in educational administration. I am carrying out a research on the effect of livestock rustling on headteachers' instructional leadership in public primary schools in Laikipia County. Please respond to each item by putting a tick (✓) to the response that is applicable and in other questions give your opinion freely. This information will be completely confidential. Kindly do not write your name or the name of your school anywhere.

SECTION A: DEMOGRAPHIC INFORMATION

1. Please indicate your gender

- (a) Female (b) Male

2. Please indicate your highest academic qualification?

- (a) P1 (b) Diploma (c) Degree
(d) Master (e) other (specify)

3. How many years have you been teaching in this school?

- (a) 1-5 yrs. (b) 6-10 yrs.
(c) 11 to 15 (d) above 15 yrs.

4. Livestock rustling occurs in Laikipia North Sub-County

- Often Very Often Rare

6. In which months is livestock rustling frequent in the Area? -----

SECTION B. EFFECTS OF LIVESTOCK RUSTLING ON SUPERVISION OF INSTRUCTION

1. During livestock rustling periods insecurity is created that does not allow the teaching-learning process?

Yes [] No []

2. The following are ways in which livestock rustling affects the supervision of instruction. Please indicate your level of agreement.

5. Strongly Agree 4. Agree 3. Neutral 2. Disagree 1. Strongly Disagree

STATEMENT	5	4	3	2	1
Learning materials are destroyed during livestock rustling periods					
Livestock rustling leads to increased teacher-learner absenteeism					
During livestock rustling periods, headteacher is not able to visit teachers in classrooms to verify lessons attendance					
Displacements of learners and teachers during livestock rustling periods affects instructional supervision					
I am not able to prepare schemes of work, lesson plans, lesson notes and records of work during livestock rustling.					

3. Livestock rustling affects supervision of instruction to what extent

- a. Very little extent []
- b. Moderate extent []
- c. Very great extent []

SECTION C: EFFECTS OF LIVESTOCK RUSTLING ON PROVISION OF INSTRUCTION RESOURCES

1. Livestock rustling affects the provision of learning materials such as textbooks in my school

Yes [] No []

What other factors affect the provision of learning materials in your school? ---

2. Livestock rustling leads to the destruction of school facilities

Yes [] No []

3. During livestock rustling periods teaching materials such as books are stolen

Yes [] No []

4. As a result of livestock rustling, insecurity school sponsors withdraw their support to the school.

Yes [] No []

5. Livestock rustling affects the provision of instructional resources to what extent

a. Very little extent []

b. Moderate extent []

c. Very great extent []

SECTION D: EFFECTS OF LIVESTOCK RUSTLING ON PROTECTION OF INSTRUCTION TIME

1. What are some of the causes of teachers' and learners' absenteeism in your school?

(a) Livestock rustling [] (b) sickness []

(d) Others specify -----

2. Does livestock rustling lead to the closure of schools?

Yes [] No []

If yes, what do you do to recover the lost time? -----

3. Destruction of learning materials a result of livestock rustling affects the management of learning time?

Yes [] No []

4. Livestock rustling leads to increased teacher absenteeism which in turn affects syllabus coverage

Yes [] No []

5. Learners are psychologically traumatized as a result of livestock rustling

Yes [] No []

If yes, do you spend some time to counsel affected learners? -----

6. Livestock rustling affects the protection of instruction time to what extent

a. Very little extent []

b. Moderate extent []

c. Very great extent []

SECTION E: EFFECTS OF LIVESTOCK RUSTLING ON MONITORING LEARNERS PROGRESS

1. The following are ways in which livestock rustling affect the monitoring of learners' progress. Please indicate your level of agreement.

5 Strongly Agree 4. Agree 3. Neutral 2. Disagree 1. Strongly Disagree

STATEMENT	5	4	3	2	1
Livestock rustling leads to regular learners' absenteeism					
Livestock rustling makes it hard to monitor learners' progress					
Learners drop out of school due to livestock rustling					
Due to regular displacement during livestock rustling periods, teachers are not able to monitor the progress in academics					
Livestock rustling leads to poor academic achievement in the end of term examinations					
As a result of livestock rustling, documents used to monitor each learners' academic achievement are destroyed					

2. Livestock rustling affects monitoring of learners progress to what extent

- a) Very little extent []
- b) Moderate extent []
- c) Very great extent []

Thank you

APPENDIX 4: DOCUMENT ANALYSIS GUIDE

This document analysis will help the researcher to collect data on class attendance and pupil's academic achievements. The information will be derived from the class registers and the mark list will be used for the purpose of research only.

1. Document type (✓) tick

Class register []

Mark list []

CLASS REGISTER

Class	Total enrolment	Total present
6		
7		

MARK LIST

Class	Total enrollment	End of term mean scores
6		
7		

APPENDIX 5: WORK SCHEDULE

Phase	Activity	Number of weeks											
		1	2	3	4	5	6	7	8	9	10	11	
1.	Pilot study	√	√										
2.	Adjustment		√										
3.	Data collection			√	√	√	√						
4.	Data analysis						√	√	√	√			
5.	Report writing						√	√	√	√			
6.	Report compilation								√	√	√	√	

APPENDIX 6: RESEARCH BUDGET

Item	Estimated cost in Kenya shillings
Proposal development	16,000
Data collection	20,000
Data analysis	10,000
Transport	12,000
Communication	4,000
Stationery	1,200
Typesetting and printing	8,000
Binding	4,000
Contingency	8,000
Total	83,000

APPENDIX 7: KENYATTA UNIVERSITY AUTHORIZATION LETTER



KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke

Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 57530

Our Ref: E55/37654/2017

DATE: 28th May, 2019

Director General,
National Commission for Science, Technology
and Innovation
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR KITHINJI EVANS – REG. NO. E55/37654/2017

I write to introduce Mr. Kithinji Evans who is a Postgraduate Student of this University. He is registered for M.E.D degree programme in the **Department of Educational Management, Policy and Curriculum Studies**.

Mr. Evans intends to conduct research for a M.E.D Project Proposal entitled, **“Effects of livestock rustling on head teachers’ instructional leadership in public primary schools in Laikipia County, Kenya”**.

Any assistance given will be highly appreciated.

Yours faithfully,


/ **PROF. ELISHIBA KIMANI**
AG: DEAN, GRADUATE SCHOOL

EM/ak

APPENDIX 8: NACOSTI AUTHORIZATION LETTER



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349,3310571,2219420
Fax: +254-20-318245,318249
Email: dg@nacosti.go.ke
Website : www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/19/34676/30926**

Date: **25th June, 2019.**

Kithinji Evans
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Effects of livestock rustling on head teachers’ instructional leadership in public primary schools in Laikipia County, Kenya.”* I am pleased to inform you that you have been authorized to undertake research in **Laikipia County** for the period ending **24th June, 2020.**

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

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a **copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.


BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Laikipia County.


The County Director of Education
Laikipia County.


National Commission for Science, Technology and Innovation is ISO9001:2008 Certified


APPENDIX 9: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MR. KITHINJI EVANS
of **KENYATTA UNIVERSITY, 38-1**
TIMAU, has been permitted to conduct
research in **Laikipia County**
on the topic: **EFFECTS OF LIVESTOCK**
RUSTLING ON HEAD TEACHERS'
INSTRUCTIONAL LEADERSHIP IN PUBLIC
PRIMARY SCHOOLS IN LAIKIPIA COUNTY,
KENYA
for the period ending:
24th June, 2020

Permit No : **NACOSTI/P/19/34676/30926**
Date Of Issue : **25th June, 2019**
Fee Received : **Ksh 1000**




Applicant's
Signature


Director General
National Commission for Science,
Technology & Innovation

**APPENDIX 10: COUNTY DIRECTOR OF EDUCATION
AUTHORIZATION**

**MINISTRY OF EDUCATION
STATE DEPARTMENT OF EDUCATION
COUNTY DIRECTOR OF EDUCATION OFFICE - LAIKIPIA**

Telegrams: "Education" LKP.
Telephone: 062-31518, 31519
Email: laikipiacountydirector@yahoo.com



County Director of Education,
Laikipia County,
P.O. Box 253.

NANYUKI.

When replying please quote:

Ref: LPA/C/A/94. VOL.1 /(48)

25th June, 2019

TO: WHOM IT MAY CONCERN

RE: RESEARCH AUTHORITY – KITHINNJI EVANS

The National Commission for Science, Technology and Innovation letter ref. No. **NACOSTI/P/19/3476/30926** dated **25th June, 2019** refers.

This is to inform you that the above named person has been authorized to carry out research on "***Effects of livestock rustling on head teachers' instructional leadership in public primary schools in Laikipia County,***" for a period ending **24th June, 2020.**

After completion of your research findings please furnish this office with a copy of the research.

DR. FELIX AMADI
For: **COUNTY DIRECTOR OF EDUCATION,**
LAIKIPIA.

C.C.
National Commission for Science,
Technology and Innovation,
NAIROBI.

The County Commissioner,
LAIKIPIA

ISO 9001:2008 CERTIFIED



APPENDIX 11: COUNTY COMMISSIONER AUTHORIZATION

THE PRESIDENCY
MINISTRY OF INTERIOR AND CO-ORDINATION OF
NATIONAL GOVERNMENT

Telephone: Nanyuki 31268
When replying please quote
Email:
ccikpcounty@yahoo.com.
Fax: 062-2031874



COUNTY COMMISSIONER
LAIKIPIA COUNTY
P.O. BOX 11-10400
NANYUKI

Ref. No CC.ED.12/14 VOL.II/39

26th June, 2019

Kithinji Evans
Kenyatta University
P O Box 43844 – 00100
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Effects of livestock rustling on head teachers’ instructional leadership in Public Primary Schools in Laikipia County, Kenya”* I am pleased to inform you that you have been authorized to carry out research in Laikipia County for the period ending **24th June, 2020**

~~COUNTY COMMISSIONER~~
~~LAIKIPIA~~
T. W. MUGURO
FOR: COUNTY COMMISSIONER
LAIKIPIA