IMPACT OF CATTLE RUSTLING ON CURRICULUM IMPLEMENTATION IN TOT DIVISION OF MARAKWET DISTRICT, KENYA.

By
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A Thesis Submitted to the School of Education in Partial Fulfilment of the Requirements for the Award of the Degree of Master of Education
Kenyatta University

SEPTEMBER, 2004
DECLARATION

This thesis is my original work and has never been presented for a degree in any other university or for any other award

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DEDICATION

To my late grandfather, Kosiom C. Suter.
My sincere gratitude goes to all individuals and institutions without whose support, guidance and cooperation, this thesis would not have been complete. To my supervisors, Dr. F.M. Gateru and Dr. J.M Malusu for their devotion, encouragement and tirelessness in advice and guidance. May God abundantly bless them for stepping in at the moment I needed them most. Thanks also to Kenyatta University and the Department of Educational Administration, Planning and Curriculum Development for according me the opportunity to pursue the course.

Special thanks to my late grandfather Kosiom Suter, for financially supporting and encouraging me. I am also deeply indebted to my parents, and my brother, Koech. I wish also to extend my thanks to my husband, Mr. Sammy Letema, for encouraging me at every stage of this work, and daughter, Anne Carol, for being patient. I extend my profound gratitude to all my colleagues and friends especially, Agnes, Nderitu, Margaret Mbae, Mrs. Chesurup, Mrs. Mengich and Murage for their encouragement during the good and the trying times of academic concentration. Also thanks to Mr. Bojana for editing this work.

I cannot forget the respondents who participated in this study, to all of them I say thank you. Honour and glory to the Almighty God for giving me ability, physical and mental health, patience, peace, and self control throughout my studies without which I could not have completed this entire programme.
ABSTRACT

This study focused on the impact of insecurity on curriculum implementation in Tot Division. Insecurity here is attributed to cattle rustling menace. Despite government efforts to achieve quality education and universal primary education (UPE) by the year 2005, the objective may not be possible in Tot Division, Marakwet District due to cattle rustling. The purpose of the study, therefore, was to assess the condition of the environment and state of facilities and equipment; evaluate content coverage, performance and staffing; and determine attempts that had been made to curb cattle rustling to enhance curriculum implementation.

The study adopted descriptive survey design to elicit data. The population of the study consisted of 16 primary schools, 114 primary school teachers, 16 head teachers and one district education officer. Four schools were randomly sampled for the study. Three standard eight teachers were purposively sampled per school, namely English, Kiswahili and Mathematics teachers. Four headteachers and one District Education Officer were also purposively sampled. Data were collected using questionnaires, interview schedules, checklists and observation schedules. Data were analysed using descriptive qualitative statistics such as frequencies and percentages.

Results indicated that development of both physical and instructional materials was found to be poor in the cattle rustling hit Tot Division. This was attributed to insecurity caused by cattle rustling menace, which hindered adequate provision of educational materials by the community and the private sector. Cattle rustling had also affected student enrolment, with schools experiencing high and sudden dropout rates. Teachers' adequacies, on the other hand, were affected by desertion of duties and transfers to safer areas outside the Division. Poor educational materials and teachers' inadequacies hampered students' performances with schools registering decline in KCPE mean scores.
In order to enhance curriculum implementation in this cattle rustling area, teachers have employed various strategies such as makeshift schools in the escarpment, extending teaching-learning process during holidays and evening time. The study concluded that cattle rustling affects physical and instructional materials, which have direct effect on performance.

In line with these findings it was recommended that the government should provide adequate teaching materials, adequate security, deploy more teachers, and establish permanent schools along with the community.
# TABLE OF CONTENTS

Title Page .......................................................................................................................... 1
Declaration ......................................................................................................................... ii
Dedication ........................................................................................................................... iii
Acknowledgements ............................................................................................................ iv
Abstract .............................................................................................................................. v
Table of Contents .............................................................................................................. vii
List of Tables and Figures ................................................................................................. x
List of Abbreviations ......................................................................................................... xi

CHAPTER ONE ................................................................................................................... 1

INTRODUCTION TO THE STUDY ................................................................................... 1
1.1 Background to the Problem ......................................................................................... 1
1.2 Statement of the Problem ........................................................................................... 4
1.3 Purpose of the Study ................................................................................................... 4
1.4 Objectives of the Study ............................................................................................... 5
1.5 Research Questions ..................................................................................................... 5
1.6 Significance of the Study ............................................................................................ 6
1.7 Scope and Limitation of the Study .............................................................................. 7
1.8 Theoretical Framework ............................................................................................... 8
1.9 Conceptual Framework ............................................................................................... 9
1.9 Definition of Operational Terms ............................................................................... 11

CHAPTER TWO ................................................................................................................ 13

REVIEW OF SELECTED LITERATURE .......................................................................... 13
2.1 Government Policies and Efforts on Education Enhancement .................................. 13
2.2 Contribution of the Private Sector to Curriculum Implementation ....................... 16
4.4.1 Strategies that Teachers Use in the Hostile Environment

4.4.2 Ways that Teachers Overcome Emotional Stress in Cattle Rustling Areas

4.5 Attempts by the Community and the Government to Enhance Curriculum Implementation in Cattle Rustling Areas

4.6 Respondents Suggestions and Recommendations on Ways of Enhancing Curriculum Implementation in Cattle Rustling Areas

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

5.2 Conclusions

5.3 Recommendations

5.4 Suggestions for Further Research

BIBLIOGRAPHY

APPENDIX 1: TEACHERS’ QUESTIONNAIRES ON IMPACT OF CATTLE RUSTLING ON CURRICULUM IMPLEMENTATION

APPENDIX 2: HEADTEACHERS’ INTERVIEW GUIDE ON IMPACTS OF CATTLE RUSTLING ON CURRICULUM IMPLEMENTATION

APPENDIX 3: CHECKLIST TO RECORD OBSERVED DATA

APPENDIX 4: OBSERVATION GUIDE

APPENDIX 5: MAP OF THE STUDY AREA

APPENDIX 6: SCHOOLS IN TOT DIVISION
LIST OF TABLES AND FIGURES

Table:

1.1 PRIMARY SCHOOL ENROLMENT---------------------------------------------------------------3
1.2 EDUCATION FACILITIES IN MARAKWET DISTRICT---------------------------------------------3
4.1 DISTRIBUTION OF THE HEADTEACHERS AND DEO IN THE SCHOOLS---------------------34
4.2 DISTRIBUTION OF STUDENTS IN THE SAMPLED SCHOOLS-----------------------------------35
4.3 TEACHERS RATING OF THE OCCURRENCE OF CATTLE RUSTLING-------------------------------36
4.4 AVAILABILITY OF PHYSICAL FACILITIES IN THE SAMPLED SCHOOLS----------------------38
4.5 STUDENTS ADEQUACY IN TERMS OF NUMBER (1991-2001)---------------------------------45
4.6 TEACHER-PUPIL RATIO (1991-2001)------------------------------------------------------49
4.7 TEACHERS ADEQUACY IN TERMS OF NUMBER (1991-2001)---------------------------------50
4.8 TEACHERS WORKLOAD---------------------------------------------------------------------52
4.9 COVERAGE OF CORE SUBJECTS------------------------------------------------------------54
4.10 COVERAGE OF VARIOUS CONTENT AREAS---------------------------------------------------55
4.11 CONTENT COVERAGE (1991-2001)--------------------------------------------------------56
4.12 KCPE PERFORMANCE (1991-2001)---------------------------------------------------------58
4.13 OTHER EFFECTS OF CATTLE RUSTLING ON CURRICULUM IMPLEMENTATION----------------------60
4.14 CONTRIBUTION OF THE PRIVATE SECTOR AND THE COMMUNITY TO CURRICULUM IMPLEMENTATION-62
4.15 STRATEGIES THAT ENHANCE CURRICULUM IMPLEMENTATION---------------------------------64
4.16 WAYS THAT TEACHERS USE TO COPE WITH HOSTILE ENVIRONMENT----------------------------65
4.17 WAYS THAT TEACHERS USE TO OVERCOME EMOTIONAL STRESS--------------------------------67

Figure:

1: CONCEPTUAL FRAMEWORK MODEL----------------------------------------------------------9
## LIST OF ABBREVIATIONS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASAL</td>
<td>Arid and Semi Arid Lands</td>
</tr>
<tr>
<td>BEFA</td>
<td>Basic Education For All</td>
</tr>
<tr>
<td>DEO</td>
<td>District Education Officer</td>
</tr>
<tr>
<td>GER</td>
<td>Government Expenditure Rate</td>
</tr>
<tr>
<td>PTR</td>
<td>Pupil- Teacher Ratio</td>
</tr>
<tr>
<td>UNICEF</td>
<td>United Nations International Children’s Educational Fund</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organization</td>
</tr>
</tbody>
</table>
CHAPTER ONE
INTRODUCTION TO THE STUDY

In this chapter a brief description of research background to the problem, statement of the problem, purpose, objectives, research questions, significance, scope and limitation, theoretical framework, conceptual framework and definition of operational terms are addressed.

1.1 Background to the Problem

The provision of an enabling environment is a key factor in achieving socio-economic development because it allows for maximum participation of all stakeholders in undertaking their tasks effectively without hindrances. Any interference as such, will inhibit attainment of goals.

Kenya government over the years has been striving to sustain peace and stability in the country. This has been mainly to boost socio development by attracting interested private sectors to enhance the process of curriculum implementation. However, the continued cattle rustling menace, creates unfavourable environment for curriculum implementation. The security personnel have not been equipped to offer efficient services (Republic of Kenya, 1999). Further, the rampant cattle rustling had prevailed because Tot Division lacks active security apparatus (Daily Nation, 3 January 2003). Educational goals may not be attained with insecurity
incidents prevailing in some parts of the country. The threat is mainly attributed to the rampant cattle rustling raids, which cause a state of insecurity in the area experiencing it.

Generally, cattle rustling menace in Africa and particularly in Kenya, is not a recent phenomenon. In Sudan, the intensified raids between NgokDinkas, and Humr in 1965-69 and 1977 led to the disruption of curriculum implementation process and other social services. The Pokots in Kenya in 1979 experienced intensive cattle rustling from the Turkanas and Karamojong, the heightened insecurity disrupted health, water and educational services (Markakis, 1993).

The Kenya government has committed a lot of resources since independence to attain Universal Primary Education, skilled manpower and to meet the great demands of education countrywide (Sifuna, 1994). During the 2000/ 2001 financial year, for instance, education consumed the highest proportion of recurrent expenditure (75.4%) (Republic of Kenya, 2001). National enrolment projection by the year 2000 indicated an increase of 1.6 percent (Table 1.1) (Republic of Kenya, 2001). Cattle rustling, which creates a state of insecurity in the areas that experience it may worsen the enrolment rate. Though the study does not focus on comparative study, physical facilities per division in Marakwet District indicate that Tot Division has the least physical facilities compared to other divisions (Table 1.2) (Republic of Kenya, 1997-2001). The rampant cattle rustling may further hinder development of facilities in the region.
Table 1.1: Primary School Enrolment, 1996-2000 in Thousands

<table>
<thead>
<tr>
<th>Year</th>
<th>1996</th>
<th>1997</th>
<th>1998</th>
<th>1999</th>
<th>2000*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total No. of Pupils</td>
<td>5,597.7</td>
<td>5,677.3</td>
<td>5,919.6</td>
<td>5,791.6</td>
<td>5,882.7</td>
</tr>
</tbody>
</table>

*Provisional

Source: Republic of Kenya (2001)

Table 1.2: Education Facilities in 1996 in Marakwet District

<table>
<thead>
<tr>
<th>Primary School</th>
<th>Kapcherop</th>
<th>Chebiemit</th>
<th>Tirap</th>
<th>Tot</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Physical Facilities in each Division</td>
<td>34</td>
<td>47</td>
<td>39</td>
<td>26</td>
</tr>
</tbody>
</table>


The government is further committed to achieving universal primary education by the year 2005 and raising transition rates from 40 percent to 70 percent of primary to secondary by the year 2008 (Republic of Kenya, 2002). This has been partly realized through free education introduced recently. Despite these great efforts by the government, persistent insecurity may not allow for maximum curriculum implementation. Insecurity in the cattle rustling hit areas may hinder development of education programme and targeted enrolment ratios may not be achieved. Strategies to combat effects of insecurity due to cattle rustling menace on curriculum implementation are therefore, urgently needed to ensure uniform achievement of curriculum implementation countrywide.
1.2 Statement of the Problem

Despite the government’s effort in ensuring peaceful co-existence, insecurity was still widespread in the communities that engage in cattle rustling (Daily Nation, September 10, 2002). The government pointed out that despite the strides made by the government to improve curriculum implementation, sustainability of peace was still a big challenge (Republic of Kenya 2002).

Comprehensive information about the degree to which cattle rustling menace had affected curriculum implementation process was not available. The way people were coping with the situation of cattle rustling to enhance learning programme also, had not been put forward. There was need therefore, to undertake a comprehensive study to explore in-depth information on the impact of insecurity due to cattle rustling on curriculum implementation, which this study intended to achieve.

1.3 Purpose of the Study

The purpose of this study was to examine the impact of insecurity due to cattle rustling menace on curriculum implementation in Tot Division of Marakwet District. In pursuant to this, the study assessed the conditions of the environment and state of facilities and equipment; evaluated content coverage and performance; evaluated trend and adequacy of teachers; and determined the attempts made to ameliorate cattle rustling effects on teaching-learning process.
Finally, the study recommended measures to enhance curriculum implementation in insecurity prone areas.

1.4 Objectives of the Study

The study had the following objectives:

1. To determine whether educational facilities and equipment were available to enhance curriculum implementation in cattle rustling areas in Tot Division.

2. To determine how cattle rustling affected curriculum implementation in terms of content coverage, performance and staffing between 1991-2001 in Tot Division.

3. To assess the attempts that had been made to ameliorate the effects of cattle rustling on curriculum implementation in Tot Division.

4. To make recommendations on how to enhance curriculum implementation in insecure environment of Tot Division.

1.5 Research Questions

The study addressed the following questions:

1. What teaching-learning resources do schools have for effective curriculum implementation?

2. What problems do teachers encounter in acquisition, storage and utilisation of teaching-learning resources in Tot Division?
3. How effective are the teachers with regard to planning, content coverage, and, evaluation of learners in insecurity prone areas?

4. How much learning time is lost due to insecurity?

5. How many learners attend school after cattle rustling raids?

6. Do learners drop from school due to insecurity?

7. How do teachers cope with the hostile environment?

8. What is the teacher-pupil ratio in Tot Division?

9. What strategies do teachers use to overcome emotional stress among the learners and themselves?

10. What is the performance of learners in national examination in the cattle rustling prone areas?

11. How do parents contribute towards education of their children in Tot Division during insecurity periods?

12. What is the contribution of the private sector, the community and the government in combating cattle rustling in order to enhance curriculum implementation in Tot Division?

1.6 Significance of the Study

The study was envisaged to contribute knowledge on how insecurity affected curriculum implementation and how parents and the community implemented/provided for education process in insecure environments. Further, it was hoped to
provide teachers, head teachers and administrative staff with strategies that could be employed to enhance instruction process during persistent insecurity periods.

Policy makers, curriculum developers and planners would gain an insight of how to implement curriculum effectively in insecure areas. Finally, it was to contribute to the development of new knowledge on cattle rustling management, thereby, enriching the pool of knowledge on curriculum implementation.

1.7 Scope and Limitation of the Study

This study was conducted in Tot Division, Marakwet District. It examined the impact of insecurity on curriculum implementation. The researcher focused on the state of the environment, equipment and the facilities to determine the effects of insecurity on the same. The study focused on learner's performance in English, Kiswahili and Mathematics, which are the most sensitive to disturbances and are allocated more time in the timetable. According to Republic of Kenya (1999), the three disciplines are compulsory for all students. The study was limited to socio rather than economic and political developments. Further, it did not include parents in the study population neither, was it a comparative study and one division was focused due to limited resources.
1.8 Theoretical Framework

This study was based on stress theory defined by Ruch (1967) as any condition that poses difficulties for an individual. Such difficulties contrast with goal attainment a person seeks. Insecurity causes unfavourable learning environment in school, which impairs the provision of quality instruction. The psychology behind this theory is that working under pressure of time, insecure environment and under distracting conditions impairs students concentration and causes anxiety in teachers and parents who play key roles in enhancing education process. The teaching-learning process is interfered with, resulting in education process lagging behind.

In this study, constant insecurity due to sporadic cattle rustling raids distract individuals from effectively carrying out their activities because of anxiety and state of worry that it creates. This theory is relevant to the study, as schools need conducive environment for effective curriculum implementation to attain educational goals and objectives. Cole (1989) concurs with Ruch and adds that stress affects individual performance. The interference in this case comes about when the teachers’ rapport with the students is reduced. As such, the process of curriculum implementation is impaired.
1.9 Conceptual Framework

From the theoretical framework, a conceptual model was developed to guide this study. The presence of the indicators of effective curriculum implementation leads to effective curriculum implementation, while the absence of the same, which amounts to stress, through factors such as insecurity due to cattle rustling, leads to impaired curriculum implementation process. This is expressed diagrammatically in Figure 1.

Figure 1: Conceptual Framework Model

From the conceptual framework, when a conducive environment prevails, curriculum implementation process is undertaken effectively. Any factor that
creates unfavourable state such as insecurity due to cattle rustling hinders the process of curriculum implementation.
<table>
<thead>
<tr>
<th>Definition of Operational Terms</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Cattle Rustling:</strong></td>
<td>It is the act of forcibly taking away peoples livestock. It occurs anytime without the knowledge of the inhabitants.</td>
</tr>
<tr>
<td><strong>Community:</strong></td>
<td>Refers to all the members living in and within the school environment.</td>
</tr>
<tr>
<td><strong>Conducive Environment:</strong></td>
<td>Refers to the state in which peaceful conditions prevail within the surrounding of the school and the community.</td>
</tr>
<tr>
<td><strong>Curriculum Implementation:</strong></td>
<td>Refers to all the procedures and activities systematically undertaken in and outside the school to ensure that learners effectively acquire and develop desired knowledge, skills, values and attitudes.</td>
</tr>
<tr>
<td><strong>Insecurity:</strong></td>
<td>Refers to the threat state that exists in the environment caused by cattle rustling within the school and community environment.</td>
</tr>
</tbody>
</table>
Quality Instruction: It refers to the provision of excellent desired standards of teaching and learning in the school.

Stakeholders: They are the key individuals who contribute mainly to education programmes. They include the teachers, students, parents and the private sector.

Stress: The state that the members of the school and the community are subjected to such as tension anxiety, worry, depression and nervousness in this case caused by cattle rustling.
CHAPTER TWO
REVIEW OF SELECTED LITERATURE

This chapter reviewed literature on curriculum implementation and insecurity under five main sections. Section one dealt with government policies and efforts on curriculum implementation. Section two focused on the role of the private sector in implementing education curriculum, section three dealt with the community and the school relationship in enhancing curriculum instruction, while section four reviewed the barriers to curriculum implementation. Finally, section five focused on cattle rustling and curriculum implementation.

2.1 Government Policies and Efforts on Education Enhancement

Education remains an essential tool for enhancing socio-economic and political advancement in the country. There has been a growing demand for education world-wide (Republic of Kenya, 2001). World-wide spending on education and enrolment rate has been on the increase in an attempt to improve education relevance. However, this trend could be hampered by incidents of insecurity because secure environment is vital for socio-economic advancement.

In Kenya, education development and relevance have been emphasised since independence. Recent emphasis in curriculum implementation indicated that there was reduction of subjects taught and examined to ensure effective curriculum
implementation process (Republic of Kenya, 1999). The reorganization of the syllabus had been done to ensure that curriculum implementation was achieved and the cost of education is manageable (Republic of Kenya, 2002). The Kenya government achieved this through the establishment of various commissions committees and task forces aimed at surveying and investigating the existing education systems in order to improve the quality of education. These committees and task forces recommendations offered advice to the government in formulating the nation's education philosophy, policies and objectives that have been important tools in guiding educational growth and curriculum implementation (Sessional Paper No.6, 1988). Although these education philosophies, policies and objectives were clearly stated and targets put forward, cases of insecurity would result into unequal achievement countrywide due to interruptions posed in the education process in some parts of the country. Despite the peace in some parts of the country, cattle's rustling was persistent in others and its intensity increased causing insecurity in some parts such as in Marakwet, Isiolo and Nyambene Districts. As Ruch (1967) observes, any disturbance, as is the case with cattle rustling, poses difficulties that hinders attainment of educational goals. So, the high expenditure allocation geared to education may not have been used as intended due to insecurity, which thwarts the process of curriculum implementation.
The Kenya government is committed to supporting the provision of equipment and facilities in schools, training of teachers and providing supervisory teams, which are aimed at enhancing curriculum implementation (Republic of Kenya, 1994-1996 and 1970—1974). In 1988, however, structural shift in government policy to cost sharing saw government relinquishing most responsibilities to parents and communities. Cost-sharing policies gave tremendous burdens to parents and communities making schools under- resourced and becoming more deprived (Lillis in Obudho, 1992). In this situation, communities in rural areas were left with no option except to build and equip their schools. This however, was difficult in cattle rustling prone areas, which were not only arid and semi-arid (ASAL), but also communities’ livelihoods were often interfered by sporadic raids, which militated against government’s policy of universal primary education. The policy will not help in supplementing the government efforts, as parent’s support to curriculum would have been hindered by insecurity incidences (Republic of Kenya, 2000).

The government had paid special attention to hardship areas in conjunction with World Food Programme through School Feeding Programmes. In pastoral areas the government had succeeded in establishing mobile schools, for instance in Doldol, Kajiado District, where teachers follow students to new areas of pasture and watering points along the migration route (Republic of Kenya, 1999). The government had in the past paid attention to improving enrolment in ASAL areas
by providing textbooks (Republic of Kenya, 2002-2008). In the Daily Nation of October 9/2002, it was reported that Aids campaign had also been successful in ASAL regions. Therefore, the policy of achieving the Basic Education For All (BEFA) may have remained an illusion if no strategies and effort were made to combat cattle rustling menace to enhance curriculum implementation. Despite the rampant cattle rustling interference with the implementation of curriculum, the government had been supporting the region being faced by the menace to ensure that curriculum implementation continued. The government also had been providing security.

2.2 Contribution of the Private Sector to Curriculum Implementation

The continued government effort in supporting education programme had been supplemented by other stakeholders such as parents, communities, foundations and trusts, religious organizations, co-operative societies, parastatals and non-governmental organizations (Republic of Kenya, 1999, 1964; Getao, 1996). Their role in promoting education was more significant in ASAL areas where resource mobilization was scarce (Sifuna, 1994; Republic of Kenya, 2000). Further, Teachers Service Commission and agencies such as United Nations Educational, Scientific and Cultural Organization (UNESCO) and United Nations International Children’s Educational Fund (UNICEF) furnished schools, which were short of physical and human resources. The key role played by the agencies involved generating financial resources and educating those with special needs. Insecurity
in some parts of the country and in particular ASAL areas might have hindered their positive contribution to curriculum implementation.

The education facilities especially in ASAL regions have also been provided by the private sector (Republic of Kenya, 1997-2001). Prevalence of insecurity, especially between the Pokots and Marakwets seemed to have weakened their efforts. If the Private sector would have withdrawn their provision, the, ASAL areas and particularly in the study area would have been affected. This was because, termination of these stakeholders’ services may have resulted to inadequate provision of curriculum implementation facilities and equipment as well as other social services like food, medical care, water, which often supplemented the government efforts. Effective and efficient curriculum implementation process prevails when implementers are motivated and obstacles are minimised. When obstacles such as cattle rustling come in their way, their efforts are hindered (Republic of Kenya, 1999). Secure environment enables the private sector to freely invest in the education programme. The private sectors key role in supplementing the government efforts in curriculum implementation had been recognised under the normal circumstances (Republic of Kenya, 1999; 2000). However, no information had been provided about how they should go about performing there duties when the environment was unfavourable due to cattle rustling that often resulted to insecurity. Based on the recommendations put forward, the government should have provided enabling environment as private
sectors provided physical facilities, instructional materials and guidance and counselling to enhance curriculum implementation in cattle rustling-prone areas.

2.3 Impact of the Community Environment on the Teaching Learning Process.

School is part and parcel of the community and the communities have a role on what goes on in the school. When peace prevails in the society, the immediate school environment becomes conducive to learning (Hoyle, 1969). This is true as the surrounding environment dictates the progress that can be made in education. Enabling environment has a direct effect on education process. School acts as an open system by interacting freely with the external environment. Marjoribank (1974) and Byburn (1957) concurred with Hoyle and added that the provision of general learning and the total situation of the learning should be conducive to facilitate curriculum process. Bishop (1985) pointed out that if threats were posed in the teaching-learning environment, curriculum implementation was thwarted. Therefore there is need to maintain peaceful state in the school environment.

On the other hand, Elliot-Kemp (1990) observed that effective teaching can only take place when there is harmony within the whole school system. The existence of harmony enables curriculum implementation to be undertaken effectively. More emphasis has been focused on how curriculum implementation can be enhanced when the school and the community have good relationship. The
community being the chief providers of the curriculum need to be aware of the steps to undertake when insecurity prevails in order to enhance curriculum implementation process. The school should be made a comfortable place for effective teaching-learning process (Republic of Kenya, 1999). Schools will facilitate curriculum process if students are able to see a positive relationship between home and the school. This can only occur when stability is maintained otherwise learning will not prosper. The communities undertake various strategies such as providing security, labour and physical materials to boost teaching learning in the cattle rustling hit areas as indicated in the findings.

2.4 Barriers to Curriculum Implementation

Curriculum implementation is interrupted by any factor that results in poor co-ordination of the teaching and learning process. Johnson (1960) observes that curriculum implementation is hampered by the degree to which teachers' commitment is constantly interfered with. This comes about when teachers are stressed or lack appropriate time to plan for their work and deliver in time as in the case with insecurity hit areas caused by cattle rustling.

Oluoch (1982) argued that lack of resources, both human and material was a major constraint to curriculum implementation process. In these situation inadequate personnel in the learning institution means more workload will be
assigned to the implementers, which may result to superficial coverage of the syllabus content. In cattle rustling prone areas, the same condition may be experienced, as all the teachers, references, and teaching aids may be inadequate. As such, the required standard of education will not be achieved at the end. When resources are scarce human resource development will continue to be poor, (Republic of Kenya, 1997-2001). Further, emphasise on the need to have physical facilities that are in good condition had been documented (Republic of Kenya, 2001). Implementers in cattle rustling areas will be constrained when resources are in poor state. The study results indicated that teachers strain much in the campsites, as only inadequate teaching learning resources are available.

According to the Republic of Kenya (1999) and Omulando and Shiundu (1992), insecurity interferes with socio-economic background. In a region like Tot where socio-economic status is low due to cattle rustling, curriculum implementation, suffers from inadequate provision of necessary requirements than in a high socio-economic region. Lillis in Obudho (1992) concurs with Omulando and Shiundu (1992) that those communities, schools, parents and pupils with a head on start maintain their comparative advantage. Lillis in Obudho (1992) further noted that this situation is true of 8-4-4 system where provision of facilities and equipment in schools to foster instruction process had been mainly successful in the urban areas where parents were earning salary than in rural areas where they were mere peasants. Although, Olembo (1985) and Kenya African National Union (KANU)
(1983) recognised the contribution of parents to education, rampant cattle rustling may thwart their contribution.

Disproportionate pupil-teacher ratio (PTR) affects effective curriculum implementation (Republic of Kenya, 1999). PTR varies from region to region. PTR of more than forty affects quality of teaching, while PTR of forty is adequate and PTR of less than forty results to wastage in both human and physical resources. In the study area PTR may be affected by the cattle rustling menace as such, shift or multigrade teaching may not be applied due to insecurity conditions that are posed in the environment.

Craig (1990) also pointed out that poor organization and in the insecurity learning environment affect curriculum implementation. Congestion in the learning environment resulted to undesired goal attainment.

Curriculum implementers are necessary for effective instruction process, as poor co-ordination impede provision of curriculum implementation (Republic of Kenya 1976, 1988). Any interference as the case with insecurity inhibited co-ordination thereby impairing instruction process. The occurrence of cattle rustling can become an impediment to curriculum implementation, as teachers, students and the parents have to find strategies to counteract the impact before resuming teaching learning process.
2.5 Insecurity and Curriculum Implementation

Cases of education programme interference due to cattle rustling have been briefly highlighted. Kipkorir (1980) indicated that insecurity due to cattle rustling hampers the process of curriculum implementation. Sessional Paper No.6 of 1988 points out that insecurity within and outside the school results in teachers, students, property and lives of community members being in jeopardy. Further, it had been documented that insecurity thwarted curriculum implementation (Republic of Kenya, 1999). Highlights of cattle rustling had also been reported in the media. Scanty information on the impact of cattle rustling on curriculum implementation had been in various regions, Marakwet included (Daily Nation: January 24th 2002, March 3rd 2002 and September 5th and 30th 2002). There is no comprehensive information in the literature that has been researched to show the extent that cattle rustling menace affects curriculum implementation. It has been only noted that cattle rustling affects curriculum process. In-depth information about the impact of cattle rustling on instruction was lacking. However, any occurrences of insecurity due to cattle rustling had a far reaching impact on curriculum implementation, as teachers, students and the community are subjected to threat which disrupts the usual process of undertaking curriculum implementation.
CHAPTER THREE  
RESEARCH DESIGN AND METHODOLOGY

In this chapter a brief description of the research design, locale, population and sampling procedures are presented. Data collection procedures and analysis are also addressed.

3.1 Design of the Study

Descriptive survey design was used to elicit information because it seeks to establish an insight in how the existing phenomena of cattle rustling impact on curriculum implementation. It involved collecting pertinent and precise data from members of the population in order to answer questions concerning the current status of curriculum implementation in cattle rustling prone areas. The design was appropriate to the study as Good (1963) pointed out that survey determines and reports the way things are or were.

3.2 Location of the Study

This study, which was intended to investigate the impact of cattle rustling on curriculum implementation, was carried out in Tot Division, Marakwet District (Appendix 5). Marakwet District borders West Pokot to the North, Trans Nzoia to Northeast, Uasin Gishu to the East, to the South is Keiyo while Baringo borders it to the West. It falls under three geographical zones, namely, the highland plateau,
the Elgeyo Marakwet escarpment and the Kerio Valley. Subsistence agriculture and animal husbandry are the main activities and bee-keeping supplement in Kerio Valley.

The study focused on four out of sixteen primary schools in Tot Division. Constant disruption of education programme had been reported in the media in the recent past (Daily Nation January 24, 2002). The region also falls under the Arid and Semi-Arid Areas (ASALs) that have few resources that can be tapped (Republic of Kenya, 1999).

3.3 Population
The study was conducted in Tot Division Marakwet District. The target population of the study consisted of 16 primary schools (see Appendix 6), 114 primary school teachers, 16 head teachers and one District Educational Officer totalling to 131 respondents.

3.4 Sample and Sampling Procedures
A sample of four out of 16 public schools was selected for the study. The sample of this size represented 25 percent of the total population. Gay (1981) pointed out that a sample of 10 percent of the population is considered minimum for small population. Therefore 25 percent may be justified. A sample of 16 teachers out of 130 was selected for the study. The sample of this size represents 12.01 percent of
the total population, which according to Mugenda and Mugenda (1999) is suitable for small population.

To ascertain the effects of insecurity on education programme in Tot Division of Marakwet District, four schools were sampled using simple random sampling technique. There were six locations in the division. The sixteen primary schools in which the researcher sampled four schools were randomly distributed in the six locations. The researcher, therefore, sampled one school in each location after randomly selecting the four locations. All the names of the schools in each location were written on pieces of papers, and then these were shaken in a box and the sample drawn randomly (Peil, 1982). In the location where there was only one school, purposive sampling was used. Kerlinger (1973) pointed out that a sample drawn at random is unbiased in the sense that selection of samples will be in such a way that all individuals in the defined population have an equal and independent chance of being selected from the population. The technique was preferred since it is the best single way to obtain a representative sample (Good, 1963). In the schools sampled, all the four head teachers, twelve teachers teaching English, Kiswahili and Maths in standard eight were selected using systematic purposive sampling technique. One District Education Officer was also purposively sampled. According to Peil (1982), purposive sampling is suitable because the sample chosen fill certain criteria and is chosen for intensive study, as they are considered typical. Nungu (1997) also concurred with Peil and added that
purposive sampling saves time, money and is easy to manage. To obtain the sixteen respondents, all the four primary school Head teachers were involved in the study and twelve standard eight teachers teaching English, Kiswahili and Maths participated. The divisional education officer was also included. The three subjects have been chosen because they are compulsory subjects and, therefore, undertaken by all the pupils (Republic of Kenya, 1999). The three subjects also are allocated more time in the timetable as such; any interference may affect the content coverage. Further fluent communication skills and logical thinking which are vital in the world of work and further studies can be acquired from the three subjects (Republic of Kenya, 2002).

3.5 Research Instruments

The study utilised questionnaires, interview schedules, checklist and observation schedule developed by the researcher to obtain data (see Appendices 1-4)

3.5.1 Questionnaires.

The researcher administered one questionnaire designed for the teachers. The instrument was used to find out information about the teachers’ views on effects of insecurity on curriculum implementation and the strategies they have employed over time to enhance curriculum implementation during insecurity periods. Questionnaires items were intended to elicit problems that teachers had faced in utilisation of resources, how they cope with the hostile environment and how
effective they have been in regard to curriculum implementation. The questionnaires also contained questions that required teachers to suggest ways of enhancing curriculum implementation in insecurity prone areas. It contained both open and closed-ended questions. The open-ended items were used to allow the respondents to record the response in full without being restricted to preconceived answers. The respondents also gave their views, experience and suggestions fully. The closed ended items provided factual data for qualitative analysis (Mugenda and Mugenda, 1999).

3.5.2 Interview Schedule.

The researcher interviewed heads of schools and the district education officer of the schools. The interview schedule sought data about the availability of equipment and facilities in the schools, problems of insecurity they had been facing and the strategies they had used to counteract the incidences to promote education process. The instrument enabled the researcher to elicit in-depth information, probe and clarify issues. Mugenda and Mugenda (1999) observed that the interview instrument yields high response and personal and sensitive information can be extracted. Kerlinger (1973) adds that people are willing to communicate orally than writing and therefore provide data more readily.
3.5.3 Checklist Instrument

This instrument was preferred, as less time was taken to explore more information. It was used to record observed data in the school and to give the rate of insecurity in the region and its effect on curriculum implementation.

3.5.4 Observation Schedule

According to Peil (1995), the instrument was preferred because it was used to counter check responses of the three instruments used. The researcher filled the observation schedule during the data collection period. It helped to obtain data concerning the status of school facilities and equipment and to examine the general situation of the environment (Appendix 4).

3.6 Validity and Reliability of Instruments

Validity is the degree to which an instrument measures what is supposed to measure. In this study, content and construct validity were used. Content and construct validity are important because instrumentation is a major threat to internal validity. Rosenberg (1993), shows that content validity will allow the test to measure an intended content area while construct validity will allow the test to measure an intended hypothetical construct. The researcher ensured that all items of the instrument used focused on the intended content and construct validity.
- Comments and suggestions can be incorporated.

- Deficiencies are revealed.

- Determine if the method of analysis is appropriate.

Mulusa (1990), adds that pilot test helps to review and adjust ambiguous items. The pre-testing process therefore, helped the researcher to sort out the items before proceeding with the data collection.

3.8 Data Collection Procedures

In the study area, the researcher visited all the four schools to make arrangements with the head teachers on the appropriate time to administer the instruments to the teachers and interview the headteachers. The DEO was interviewed in his office later. One school, Liter Primary, was far but the researcher managed to access the school through the assistance of the World Vision agencies. The Researcher also had difficulties in accessing Kapkobil Primary School as they were still in the escarpments, so the researcher had to wait for two days, before they came to their usual school.

In the case of the interview schedule, the researcher administered it during the day of collecting the questionnaires as well as filling the checklist and the observation schedules. On the whole the respondents were co-operative.
3.9 Data Analysis Techniques

The data collected were grouped into themes then analysed using descriptive qualitative statistics such as frequencies and percentages to describe, summarise and present data (Lathrop, 1969). Content analysis according to Craw Shaw and Chambers (1994) and Hinkle (1998) was used to analyse information from schemes of work, lesson plans, records of work, and performance as well as in determining the availability of facilities and equipment.
CHAPTER FOUR
DATA PRESENTATION AND ANALYSIS

This chapter gives a systematic and comprehensive analysis of the data collected during the study. The study's major concern was to examine the impact of cattle rustling on curriculum implementation in Tot Division, Marakwet District. The study was guided by the objectives and the research questions as indicated in chapter one.

In response to the research questions, information was gathered by administering twelve questionnaires to standard eight teachers of selected subjects, four-interview guide to the heads of schools and one to District Education Officer. Available documents were also analysed.

In this chapter, data gathered from above sources are presented under the following headings:

1. Demographic information of the respondents
2. Effects of cattle rustling on curriculum implementation, in respect of:
   i) Development of physical facilities and equipment
   ii) Students
   iii) Teachers
   iv) Performance
v) Other effects

3. The contribution of the private sectors and the community to curriculum implementation

4. Strategies that can enhance curriculum implementation in cattle rustling areas

5. Attempts that have been made to enhance curriculum implementation

6. Respondents’ suggestions and recommendations

The findings are presented in the form of statistical tables as percentages and frequencies where appropriate.

4.1 Respondents’ Demographic Information

In order to answer the objective that determined how cattle rustling had affected Teachers’ adequacy 1991 - 2001, demographic information was important. The information presented in this section was obtained from head teachers, District Education Officer and teachers of selected schools in Tot Division. Demographic information enabled the researcher to establish characteristics of staff in the study.

4.1.1 Head Teachers and District Education Officer.

Included in the head teachers’ general data were respondents’ administration position, gender, academic qualification and administrative experience in the primary schools (Table 4.1).
Table 4.1: Status of Head Teachers and DEO of the Schools.

<table>
<thead>
<tr>
<th>Administration Position</th>
<th>Gender</th>
<th>Academic qualification</th>
<th>Professional qualification</th>
<th>Administrative experience (yrs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HT</td>
<td>M</td>
<td>KCSE</td>
<td>S1</td>
<td>2</td>
</tr>
<tr>
<td>HT</td>
<td>M</td>
<td>KCE</td>
<td>S1</td>
<td>8</td>
</tr>
<tr>
<td>HT</td>
<td>M</td>
<td>KCE</td>
<td>S1</td>
<td>5</td>
</tr>
<tr>
<td>DEO</td>
<td>M</td>
<td>KCE</td>
<td>-</td>
<td>1</td>
</tr>
</tbody>
</table>

Key
M-Male
HT-Head Teacher
DEO-District Education Officer
S1-Secondary One

As the data in Table 4.1 show, all the head teachers interviewed were men. It reveals gender disparity. The results concurred with reviewed literature on the ASAL regions (in which the study also is situated), which indicated that the region lack female teachers (Republic of Kenya, 1999). All the head teachers had the same qualifications and therefore, were well trained.

4.1.2 Teachers

The twelve teachers (100%) sampled provided the information through questionnaires. Table 4.2 presents the background data of teaching staff members, inclusive of respondent’s school, gender, teaching subject and teaching experience.
Gender disparity is also revealed, as was with the head teachers (Table 4.1), because only 16.7% of teachers sampled were female. Worse still the two teachers were from one school while the remaining three schools had only male teachers. The teachers' average teaching experience was 7.7 years with a mode of 5 years.

### 4.2 Effects of Cattle Rustling on Curriculum Implementation

This study sought to examine the impact of cattle rustling on curriculum implementation. Efforts were made to establish the impact of the rampant cattle rustling on various aspects that distract teaching learning process such as equipment and facilities, students, teachers and performance.
4.2.1 Equipment and Facilities

Physical Facilities

The research question that sought to determine the teaching-learning resources that schools have for effective curriculum implementation is addressed in this part. In order to answer the research question, frequency of cattle rustling occurrence and state of facilities/equipment is assessed.

The responses from the twelve teachers are presented in Table 4.3.

Table 4.3: Teachers Rating of Cattle Rustling.

<table>
<thead>
<tr>
<th>Rating Scale</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequently</td>
<td>8</td>
<td>66.7</td>
</tr>
<tr>
<td>Occasionally</td>
<td>4</td>
<td>33.33</td>
</tr>
<tr>
<td>Seldom</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Never</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Results showed that 66.7% of the teachers observed that cattle rustling incidences were experienced frequently. The worst hit school was Kapkobil Primary because it was situated on flat bushy area and Chesongoch experiencing occasionally occurrences due to its close proximity to General Service Unit security camp. Cattle rustling occurrence inhibits teaching learning process (Kipkorir, 1980).
Several incidences also had been reported in the media such as in Daily Nation (6/9/2002).

All teachers and head teachers who participated in the study indicated that rampant cattle rustling caused closure of schools. The closures depend on the intensity of cattle rustling. They pointed out that it could last for a day, a week, a month or a term. In the year 2000 when a parent was killed in a school compound, the incident heightened the state of fear that disrupted teaching-learning process in the whole division. The created state of insecurity impaired curriculum implementation because of unfavourable environment that did not allow for maximum participation of curriculum implementers as noted in (Daily Nation, 6/9/2002).

The checklist was used to inventory facilities and equipment that each school had. Consolidated Table 4.4 shows what each school had in terms of facilities. Despite the availability of classrooms in all the sampled schools, observed data, however, indicated that two schools had incomplete structures, unpainted walls and doors that did not close. This observation conurred with Duhham (1992) who pointed out that badly constructed buildings reveal difficult conditions, which was the case in Tot Division where insecurity was frequently experienced.
### Table 4.4: Availability of Facilities in Sampled Schools in Tot Division.

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Chesongoch</td>
<td>Classroom</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Workshop</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
</tr>
<tr>
<td></td>
<td>I.M.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>School farm</td>
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<td>✓</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>R &amp; M</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
</tr>
<tr>
<td>Kapkobil</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td></td>
<td>Workshop</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
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<td>★</td>
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<tr>
<td></td>
<td>I.M.</td>
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<td>✓</td>
<td>✓</td>
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<td>School farm</td>
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<td>✓</td>
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<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>R &amp; M</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
</tr>
<tr>
<td>Chesawach</td>
<td>Classroom</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Workshop</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
</tr>
<tr>
<td></td>
<td>Instruction material</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
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<td>School farm</td>
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<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>R &amp; M</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
</tr>
<tr>
<td>Liter</td>
<td>Classroom</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<td>✓</td>
<td>✓</td>
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<tr>
<td></td>
<td>Workshop</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
</tr>
<tr>
<td></td>
<td>I.M.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<td></td>
<td>School farm</td>
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</tr>
<tr>
<td></td>
<td>R &amp; M</td>
<td>★</td>
<td>★</td>
<td>★</td>
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<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
</tr>
</tbody>
</table>

**Key**

✓ - Available  
• - Not available  
♦ - Done irregularly  
R & M - Repair and Maintenance  
I.M. - Instruction Materials
Presence of school farm was attributed to science and agriculture subject for practical work as well as a source of funds for the school during safer periods. The table also indicates that all schools lack workshop. Absence of the workshop was an indication that most schools still lack sufficient facilities for smooth running of curriculum implementation. Repair and maintenance (R& M) was undertaken in all the schools, however, data from observation schedules showed that it was not a regular practice, as some of the buildings did not show any sign of recent maintenance. Overall, the community had not attained the adequate standards of providing facilities, which could be attributed to strained resource base caused by cattle rustling occurrence hence teaching-learning process could not be carried out successfully. UNICEF (1995) observed that lack of adequate school equipment is a hindrance that affected most rural schools. Cattle rustling therefore could have worsened the provision due to poor financial sources of the community, as Table 1.2 in chapter one showed that the region, Tot Division had the least physical facilities compared to the other divisions. The findings concurred with Eshiwani (1993) who hinted that the region still experienced inadequate physical facilities to facilitate adequate curriculum implementation.

Further data from the interviewed head teachers indicated that contribution of parents in the development of physical facilities and equipment had been poor. Cattle rustling incidences had affected the development of facilities in various ways, namely; classroom expansion and repair, and damage of buildings by white
ants as a result of being vacated for long period during heightened cattle rustling insecurity. In this case therefore, significant resources invested by the government and the private sector to expand and improve teaching learning process could be wasted (Republic of Kenya, 2002-2008). It is further noted by the head teachers that concentration on expansion and repair had not been steady since the schools were on and off for the make shifts classes in the escarpment. Poor expansion and repair could not have occurred because of unstable environment that prevailed frequently. In situations where building materials were needed to be transported for use, insecurity was pointed out as a stumbling block. Although, deficient infrastructure hits the country, especially ASAL regions, cattle rustling could have worsened its establishment by the government and the private sector and thus poor facilitation of learning process (Republic of Kenya, 2002-2008)

The schools visited had not kept pace in the provision of physical materials because of destabilisation. This concurred with Hoyle (1969) who observed that the environment within which the school is located dictates its progress. Attempts by the government and private sector willingness to meet part of cost sharing, their contribution in providing physical facilities had declined because of frequent migration to seek refuge in safer areas on the escarpments and others transferred completely to other divisions. Data from the observation schedules showed that in two of the schools visited, their classroom constructions were incomplete.
Consequently, inadequate classrooms and poor maintenance therefore may have impacted negatively on the teaching-learning process.

The head teachers noted that cattle rustling impaired library expansion. They pointed out that raiders destroyed the existing library and tampered with all the materials therein. Sometimes they carried with them other materials, which indicated that properties were looted during cattle rustling. Destroying property had a far-reaching effect on learning because there were inadequate facilities in most schools and therefore looting them rendering schools with nil facilities. Further, if viable strategies may not be reached, the zone may further deteriorate leading to burning of teachers’ houses by the raiders as has occurred in North Eastern province (Daily Nation, September, 9/2002).

A spot check by the researcher revealed that only one school had a fairly equipped library, while the three other schools used a section of the staff room as a library. Lack of funds to construct library facility had arose in this region as it lies in the ASAL zone where few resources could be tapped to cater for effective curriculum implementation process (Republic of Kenya, 1999). Further, this observation concurred with Duhham (1992) who noted that deterioration in physical facilities is due to insufficient funds. Despite the emphasis that schools should devote their economy to enlarge and improve facilities, occurrence of insecurity hinders positive development of facilities by the government and
private sector that would wish to support curriculum implementation (Republic of Kenya, 1979).

There were no workshop facilities available in all the schools sampled. A head teacher interviewed in one school pointed out that the raiders had looted workshop materials such as iron sheets donated by World Vision. Lack of funds, however, was pointed out as a reason for lack of or inadequate supply of physical facilities in the sampled schools. As Duhham (1992) observed, unsatisfactory physical conditions [such as inadequate teaching environment experienced in the cattle-rustling hit Tot Division] impair effective curriculum implementation.

The head teachers pointed out high poverty level among the communities as another factor that contributed to inadequate provision of physical facilities. It was approximated that about 46% of household lived below the poverty line (Republic of Kenya, 1997-2001 and 1998). Therefore, there was a relationship between the decline in provision of facilities and impairment of curriculum implementation on one hand and inability of household to meet their share of cost sharing in provision of adequate education facilities and equipment. Despite the introduction of free education, cattle rustling prone areas might not benefit much as the community had been deprived of their basic resources that could supplement the government efforts in curriculum implementation.
Instructional Materials

This section addressed the research question that sought to find that problems that teachers encountered in acquisition, storage and utilisation of teaching-learning materials and what teaching learning materials schools had for effective curriculum implementation.

Rampant cattle rustling interfered with acquisition, utilisation and storage of instructional materials. It was pointed out that when cattle rustling occurred, it often caused closure of schools, residents sought refuge in campsites on the escarpments, and classes abandoned for a while. When such sudden and indefinite closure of schools arose, no one in schools did have time or the prevailing situation allowed for ensuring that all teaching-learning materials were safe. Consequently, it was argued that ants destroyed or cattle rustlers looted and/or damaged the materials. Insecure environment was further pointed out that it frustrated efforts to maintain instructional materials regularly due to limited time available to plan and execute.

Poor economic status of the parents might have also impinged negatively on the provision of instructional materials as was cattle rustling with the development of physical facilities such as library.

The observed data indicated that two schools placed instructional materials on the floor or desks while the other two stored the materials in simple carton boxes or in
temporary cupboards. Lack of finance could be attributed to this poor storage of materials as Duhham (1992) observed that lack of finance hampered development of instructional materials such as availability of updated books. Inadequate instructional materials constitute one of the major factors adversely affecting curriculum implementation (Republic of Kenya, 1997-2001) and therefore, cattle rustling might be one such factor in the areas facing it, which exacerbate such inadequacies. Consequently, the performance of many students might have greatly weakened as learning in the classroom was often constrained and, therefore, adopting to a particular format in which instructional materials are available (Craft, 1996). Despite the efforts by the government to provide relevant equipment in the District the aim might not have been achieved because cattle rustling might have acted as barrier (Republic of Kenya, 1997-2001).

4.2.2 Impact of Cattle Rustling on Students

Three research questions and one objective were addressed in this part. The questions were how many students attended school after cattle rustling raid? Did students drop from school due to insecurity? What was the teacher-pupil ratio in cattle rustling hit area?. The objective addressed was the one that sought to determine the educational facilities and equipment available to enhance curriculum implementation. The checklist that the researcher used during the
study supplemented information on student fluctuations due to cattle rustling as shown in Table 4.5.

Table 4.5: Student Fluctuations in Enrolment (1991-2001)

<table>
<thead>
<tr>
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<tbody>
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<td>A</td>
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<td>D</td>
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<td>280</td>
<td>250</td>
<td>270</td>
<td>270</td>
<td>280</td>
</tr>
</tbody>
</table>

KEY  
- Nil (No Student)
- A-Chesongoch Primary School
- B-Kapkobil Primary School
- C-Chesawach Primary School
- D-Liter Primary School

From the Table, three schools recorded a decline of students of about 11% in 1993. The dropout of the students was attributed to the heightened insecurity in 1993, which made some students to transfer; others were noted to have opted to stay at home while some joined the home guards to boost community security patrol. Decline in student enrolments can also be observed in 1998 due to cattle rustling in 1997. Chesongoch School indicated a decline of 11 percent, Liter 10.7 percent and Chesawach a higher rate of 28 percent. The high rate of decline in student enrolments in Chesawach was attributed to intense cattle rustling.
Heightened cattle rustling occurrence in 1992 resulted to profound damages of the school physical facilities, which led to indefinite closure of the school until in 1996 when it was re-established in the hills from standard one. Data from the observation schedule showed that the region was prone to frequent cattle rustling because it was located on a flat area surrounded by thick thorny bushes and thus ideal hiding ground for the raiders. It was also far from the escarpment. Although since 1994, there has been increase in the enrolment rate (Republic of Kenya, 1997-2001), the findings showed it was fluctuating and had not reached 1991-93 levels and therefore, cattle rustling had a negative impact on the students’ enrolment rate in the cattle rustling prone area. Since cattle rustling occurred suddenly, there was no time to transport adequate facilities from the schools. The little time that was available was utilised by both students and teachers to re-locate themselves.

It was pointed out that students squeezed in few poorly maintained desks for learning to go on. Although class size should permit teachers to give each student individual attention, lack of interaction space inhibited teachers opportunity to interact freely with the students, thus students evaluation during teaching-learning process was noted to be greatly affected. When the teaching learning process was poor as was the case during insecurity periods, students will not master the intended skills (Republic of Kenya, 2002). The makeshift classes that were located in the open air temporally posed a lot of difficulties, such as distraction by
passers-by, noises, hot sun and rain. Duhham (1992 and 1984) concurs with these findings that teaching in a stressful condition have a negative impact on physical factors, finance and organisation. Given the poor state of the teaching-learning process, the core subjects, which were compulsory to all students and allocated more time in the timetable, were not adequately covered (Republic of Kenya, 1999).

Occurrence of cattle rustling was pointed out by the twelve teachers (100%) to have resulted to transfer of students. The teachers also added that the average students who attended school after cattle rustling were few. Transfers of students occurred due to intense insecurity created by cattle rustling that instilled fear and anxiety in the students, thus leading to their migration to safer areas. The raiders might have looted all their cattle or killed their parents, as such; they did not feel comfortable to continue attending school in the region. Consequently, damaged school equipment and facilities paralysed learning. These findings concurred with Republic of Kenya (2002-2008) that noted that although dropout rate was still a big challenge, cattle rustling could have worsened dropout rates that was being experienced.

UNICEF (1995) observed that under-enrolments affected student from pastoralist's areas especially girls. It is however, noted in the study area that the highest percentage of dropouts were boys because they engaged themselves in
cattle rustling in order to safeguard their property and to provide security to the community. This was noted to be due to inadequate security personnel to offer maximum protection. Destabilisation caused by cattle rustling affected students because when their parents shifted to the escarpments, students followed their parents to safeguard their lives. As these haphazard settlements occur, some of the students were located far from the makeshift schools and as such, their concentration and participation in the teaching learning process were observed to be poor. Although primary enrolment by district (1996-1990) shows a rapid increase, however, Tot Division was vice versa due to insecurity. Further, information from the literature reviewed indicated that enrolment rates were low among the poor and ASAL areas. As such, cattle rustling menace (Republic of Kenya, 1997-2001; 1998) thwarted efforts aimed at expanding access especially to ASALs.

4.2.3 Impact of Cattle Rustling on Teachers

This section deals with the objective that sought to know how cattle rustling affected curriculum implementation in terms of staffing, and two research questions on the teacher-pupil ratio and teachers transfer. The checklist that the researcher used presents the teachers-pupil ratio in Table 4.6.
Table 4.6: Teacher -Pupil Ratio (1991-2001)

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</thead>
<tbody>
<tr>
<td>A</td>
<td>1:30</td>
<td>1:30</td>
<td>1:40</td>
<td>1:40</td>
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<td>1:30</td>
<td>1:25</td>
<td>1:40</td>
<td>1:35</td>
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<td>C</td>
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<td>1:17</td>
<td>1:29</td>
<td>1:19</td>
<td>1:17</td>
<td>1:32</td>
<td>1:6</td>
</tr>
</tbody>
</table>

Key

0-No Teachers and Students

A-Chesongoch Primary School
B-Kapkobil Primary School
C-Chesawach Primary School
D-Liter Primary School

In 1993, it is seen that PTR for Chesongoch is 1:40, Liter, 1:31 and Kapkobil 1:20. 1:40 PTR indicate teachers were less than the pupils hence fluctuation in the workload was experienced. Even if the PTR of 1:30 was adopted in this region (Republic of Kenya 1999-2015), the workload could still be low. Head teachers pointed out that sometimes many teachers' transferred than the ratio of the students causing imbalance of PTR. In the school where PTR was 1:20 and 1:31 respectively it was argued that many students transferred or dropped out due to insecurity caused by cattle rustling. In circumstances like these, Republic of
Kenya (1999) pointed out that teachers' services per class could not be cost effective as a result of continued transfers during insecurity periods. Even if the government was willing to deploy many teachers in ASALs since they had few teachers especially females, still they might not have been cost effective unless viable strategy was undertaken. The PTR was even worse in 1998 (Table 4.6) for Kapkobil and Chesawach, which were 1:15 and 1:19 respectively. The point here was that many students dropped out of school than the teachers who sought for transfer. In this case, therefore, it can be argued that cattle rustling affected students mostly than the teachers. Although cattle rustling had affected PTR, female enrolment might have been affected much as they lacked role models since female teachers' ratio was insignificant (Republic of Kenya, 1999). Table 4.7 gives a summary of the teacher's adequacy 1991 –2001.

Table 4.7: Teachers Adequacy in Terms of Number (1991-2001)

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<td>10</td>
<td>10</td>
<td>9</td>
<td>8</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>B</td>
<td></td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>C</td>
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<td>0</td>
<td>0</td>
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<td>4</td>
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<td>2</td>
<td>2</td>
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</tr>
<tr>
<td>D</td>
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<td>11</td>
<td>10</td>
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<td>10</td>
<td>9</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

**KEY**

A-Chesongoch Primary School

B-Kapkobil Primary School

C-Chesawach Primary School

D-Liter Primary School
A decline in number of teachers' can be noted in the year 1993 and 1998 due to eruption of cattle rustling in 1992 and 1997 respectively. It can be observed that in Chesongoch primary school a decline of 23% of the teachers occurred and 9% in Liter, while in Kapkobil teachers’ number was constant. The argument behind the decline of teachers was given by the teachers that excess fear led to teachers transfer to safe areas, and others said that teachers property were damaged or relatives killed. Despite the aims of raising teacher’s morale and motivation to offer curriculum effectively (Republic of Kenya, 1997-2010), rampant cattle rustling continued to be a barrier in cattle rustling- prone zones.

All the twelve teachers (100%) who responded indicated that cattle rustling menace causes transfer of teachers. As a result, teacher-pupil ratio was unbalanced. In cases where teachers were inadequate number, they were overburdened in planning, organizing and evaluating the content.

4.2.4 Impact of Cattle Rustling on Performance

This section addressed the following research question: what was the performance of students in national examination in cattle rustling prone areas? How effective were the teachers in regard to planning, content coverage and evaluation of students.

The various places that teachers and students sought refuge during heightened insecurity were on the escarpment, police camps, churches, ditches and bushes. Teachers pointed out that insecurity period could last for a day, a week or a whole
term. They noted that when such time loss occurred and consequently not recovered performance of the students' declined. The working conditions in campsites were pointed out to be poor because there was no proper learning space. The poor conditions were attributed to temporary settlement aimed at enhancing learning during the interruption period. A lot of disturbances were experienced from the outside environment because it was in the open air and as such prone to noise, rain and direct sun glare. The responses from the head teachers rating workload during cattle rustling are presented in Table 4.8.

Table 4.8: Head Teachers Rating Workload During Cattle Rustling Incidences

<table>
<thead>
<tr>
<th>Teachers Workload</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased</td>
<td>3</td>
<td>75</td>
</tr>
<tr>
<td>Remained the Same</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Reduced</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Not Affected</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content Coverage</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sufficiently Covered</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Moderately Covered</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>Insufficiently Covered</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Not Covered</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Teachers</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfactory</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Moderate</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Fair</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>3</td>
<td>75</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teachers Preparation of the Subject Matter</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Adequate</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Moderate</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Fair</td>
<td>3</td>
<td>75</td>
</tr>
<tr>
<td>Very Inadequate</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>TOTAL</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>Grand Total</td>
<td>12</td>
<td>100</td>
</tr>
</tbody>
</table>
The data on table 4.8 showed that 75% of the head teachers interviewed said that teacher workload had increased while 25% indicated that it had reduced during cattle rustling period. The increase in teacher workload was attributed to many teachers transferring.

Cattle rustling also affected content coverage, with 50% of the head teachers interviewed indicating that it was not covered. Further, the teachers were noted to consume a lot of time while re-settling in the escarpment and thereby time backlog.

Teacher's number was pointed out by 75% of the head teachers as unsatisfactory. This was because of an embargo placed on the recruitment of teachers by Teachers Service Commission (TSC) for the last three years (Republic of Kenya, 2001) and teacher transfer without replacement, and when balancing was occasionally done, few teachers reported to the insecurity prone schools in the study area.

Preparation of the subject matter was pointed out by 50% of the head teachers as fair while 25% noted it was inadequately prepared. Teachers adaptation and/or getting accustomed to the situation contributed to the fair preparation while the inadequate state was attributed to limited time available as well as inadequacy of human resource capacity that was vital for quality services. Anxiety and inadequate instructional materials further hindered subject preparation.
With regard to content coverage, evaluation of students and planning, all (100%) teachers pointed out that they were fairly average. This meant that despite the insecure environment, teachers often struggled to attain the educational standards. Insecurity affected teachers' access to adequate resource materials for instructional purposes and workload increased (Table 4.8) with frequent re-location of subjects when teachers transferred. The effectiveness of teachers in implementing curriculum process was therefore impaired and as such can be inferred that teachers lack adequate time to achieve the objectives set (Republic of Kenya, 2002).

The responses from the twelve teachers on how cattle rustling affect the core subjects are presented in Table 4.9.

Table 4.9: Adequacy of Coverage of Core Subjects

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Mathematics</th>
<th>English</th>
<th>Kiswahili</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coverage</td>
<td>F</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td>Adequate</td>
<td>4</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>Moderate</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Not covered</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

A quick glance at Table 4.9 shows that content coverage of the core subjects was moderate as 100% teachers of English and Maths pointed out. The success behind
this was that teachers employed some strategies to enable them cover the content. Although moderate coverage of the content was not the standard required, availability of favourable environment would have made it possible for the teachers to attain maximum level. The 50% teachers who said that the content was insufficiently covered said this was attributed to transfer of teachers to safe areas without TSC replacing them hence curriculum implementation being already affected. The responses from the twelve teachers on how cattle affect coverage of various content areas are presented in Tables 4.10.

Table 4.10: Effect of Cattle Rustling on Coverage of Various Content Areas

<table>
<thead>
<tr>
<th>MATHS</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Areas</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>Arithmetic and Algebra</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Construction</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Areas</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>Composition</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>Comprehension</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Kiswahili</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sehemu Zote</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>Insha</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Lugha na Ufahamu</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>100</td>
</tr>
</tbody>
</table>

As the data above show, 50% of the teachers teaching Maths and Kiswahili pointed out that all the areas of their core subjects were affected. The reason for
this was that teachers lacked sufficient time due to disturbances caused by cattle rustling. Half (50 %) of the teachers of English said that composition was the most affected area unlike teachers of Kiswahili. This was because it required steady attention and high concentration on the part of the student, which was lacking when students were subjected to a state of worry and fear. The development of critical skills aimed at teaching learning process therefore, might have been hampered (Republic of Kenya, 2002). Teachers’ concentration determined performance. Both school and home environment in the study area did not facilitate good concentration. Despite the general and specific objectives that have been clearly defined in the curriculum for all the subjects, insecure environment still acted as a barrier for both teachers and students to achieve set goals. Although performance has been associated with socio-economic factors, according to (Marjoribanks, 1974) performance is mainly attributed to the cases of rampant cattle rustling in Tot Division. Checklist also supplemented information on coverage of content in the four schools between 1991-2001 as shown in Table 4.11.

Table 4.11 Coverage of Content in Four Schools (1991-2001)

<table>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>P</td>
<td>P</td>
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<td>B</td>
<td>M</td>
<td>F</td>
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<td>P</td>
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<td>M</td>
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<td>0</td>
<td>0</td>
<td>0</td>
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<td>M</td>
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<td>M</td>
<td>P</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
</tbody>
</table>
Key
M-Moderately Covered
F-Fairly Covered
P-Poorly Covered
O-Nil (No Content Covered)
A-Chesongoc Primary School
B-Kapkobil Primary School
C-Chesawach Primary School
D-Liter Primary School

Seventy five percent of the head teachers pointed out that content coverage was fair. This was due to excessive anxiety that hit most of the teachers suddenly. Significant impact was revealed in 1998 and 1999 where all schools indicated poor coverage of the content due to cattle rustling occurrences in 1997. The reason behind the poor coverage of the content was pointed out that there were inadequate teachers to cover the content. Most of the teachers argued that they went for transfer to safe areas and others were extremely affected as their properties were destroyed. Still others were said to have lost their relatives hence could not concentrate fully in school. Most of the head teachers further said that destabilisation of the whole community consumed a lot of time for the residents, teachers included to re-settle themselves in the new environment, mostly in the escarpments.
Inhibition of education process such as the one occurring in Tot Division adversely affected curriculum implementation. Performance of students as a consequent was affected. As pointed out by 75% of the head teachers that the performance of KCPE for the last ten years in the Division compared to the other divisions had not been fair due to insecurity. Table 4.12 gives the summary of the KCPE performance.

Table 4.12: School Mean Score Performance in KCPE (1991-2001)

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<tbody>
<tr>
<td>A</td>
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<td>7.3</td>
<td>7.4</td>
<td>7.5</td>
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<td>5.7</td>
<td>5.9</td>
<td>6.0</td>
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<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>D</td>
<td>7.2</td>
<td>7.3</td>
<td>7.1</td>
<td>7.0</td>
<td>7.3</td>
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<td>7.4</td>
<td>7.3</td>
<td>7.1</td>
<td>7.1</td>
<td>7.2</td>
</tr>
</tbody>
</table>

Key

A-Chesongoch Primary School
B-Kapkobil Primary School
C-Chesawach Primary School
D-Liter Primary School
0-Nil (No means score)

Cattle rustling were intensively experienced in 1992, 1996 and the year 2000. In 1993, cattle rustling effect was not serious for instances performance in Chesongoch primary school showed a decrease of 4% in the mean scores while Kapkobil experienced 6.5% decline, which was a higher percentage than Liter where the decline in the mean scores was 2.7%. Other factors could have had more impact on the performance than the effect of cattle rustling. The effects of
cattle rustling occurred due to state of anxiety that was subjected to the teachers, parents and the students. Impacts of cattle rustling could be seen in the 1998 and 1997 performance when it erupted in 1996. Performance in all the schools showed a fair decline in mean scores with Chesongoch having the highest decline of 5.6% in the mean scores, while Liter and Kapkobil show a decline of 2.7% and 1.5% respectively. This is a low mean as compared to other schools, which attain up to a mean of 11. The adverse decline of the mean scores is due to poor teaching learning process when insecurity occurred despite the strategies teachers apply to cover content. Transfer of students suddenly to new environments such the escarpments or security-designated campsites during examination period was also attributed to declines in the mean scores attained. Consequently, fear and anxiety were said to have contributed to low performance since it denied students concentration.

4.2.5 Other Ways Insecurity had Affected Curriculum

The responses from head teachers and teachers on other ways in which cattle rustling had affected curriculum implementation are presented in Table 4.13.
Table 4.13: Other Effects of Cattle Rustling on Curriculum Implementation

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency of Teachers and headteachers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loss of Life</td>
<td>10</td>
<td>62</td>
</tr>
<tr>
<td>Physical Destruction of Buildings</td>
<td>14</td>
<td>87</td>
</tr>
<tr>
<td>Loss of Property</td>
<td>16</td>
<td>100</td>
</tr>
<tr>
<td>Instructional Material Damaged</td>
<td>15</td>
<td>93</td>
</tr>
<tr>
<td>Teaching/learning Material is Prone to Theft.</td>
<td>12</td>
<td>75</td>
</tr>
</tbody>
</table>

From Table 4.13 above, it can be observed that loss of life occurs as indicated by 62% of respondents. Loss of life occurred because the residents were fighting back cattle rustlers who were armed with sophisticated weapons as the rustlers try to secure their property. No student was killed except two private sector people in the year 2000.

Destruction of the physical facilities was pointed out by 87% respondents who argued that raiders sometimes destroyed the buildings and carried with them some materials. They cited an incidence that occurred in Kapkobil in 1992 where all its physical facilities were destroyed till the school was closed indefinitely, only later on to be re-established from standard one. Re-establishment of the new schools was a heavy burden for the community who were already deprived of their...
resources. On the side of the private sectors especially World Vision, was pointed out that they invested a lot in the restructuring of the makeshift schools. As the residents seek refuge in the escarpment, teaching/learning materials are moved up and down to enhance learning process. Loss of property was reported by 100% of the respondents. Beside, it was pointed out that the residents had lost virtually everything that they depended on for their livelihood that was cattle. As a result, the community had little or none to invest in the school development process.

Cases of instructional materials being damaged and stolen was pointed out by 93% and 75% of the respondents respectively. The other reason behind destruction of instructional materials was attributed to moving up and down to safer areas since the environment was not conducive and the fact that cattle rustling often occurred suddenly. In the process, some materials that were vital for teaching learning process were damaged during transportation and also by poor storage in the refuge places, they were exposed to further damages by rain or ants.

4.3 Contribution of the Private Sector and the Community

The research question that sought to find out the contribution of the private sector and the community in cattle rustling prone Tot Division in order to enhance curriculum implementation is presented in this section. The teachers pointed out
that the private sector and the local community contributed significantly in enhancement of curriculum implementation in various ways as shown in Table 4.14.

Table 4.14: Rating of Contribution by Private Sector and the Community

<table>
<thead>
<tr>
<th>Variable/Facility</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food</td>
<td>7</td>
<td>58</td>
</tr>
<tr>
<td>Shelter</td>
<td>4</td>
<td>33</td>
</tr>
<tr>
<td>Teaching/Learning Material</td>
<td>12</td>
<td>100</td>
</tr>
<tr>
<td>Building of Temporary Schools in the Escarpment</td>
<td>10</td>
<td>83</td>
</tr>
<tr>
<td>Guidance and Counselling</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>Transport</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>Piped Water</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Security</td>
<td>1</td>
<td>8</td>
</tr>
</tbody>
</table>

From Table 4.14, it can be seen that the highest contribution made by the community (as rated by 100% of the teachers) was the provision of the teaching-learning materials. During cattle rustling, insecurity was created in the environment that did not allow for effective undertaking of teaching-learning process. As the community was very much concerned with the education of their children, it was argued that they devoted their time to ensure that teaching learning-process picked up as soon as possible in the escarpment that was often safe. So they assisted in the transporting of the instructional materials, providing labour to establish the temporary makeshifts classes, provided security as the
teachers and students settled, provided food, transported the injured and provided interpersonal relationship to comfort the affected.

The private sector on the other hand was said to have provided some building materials such as iron sheets, black polythene bags for temporary roofing, cement, instructional materials for instance moveable blackboards, chalks and textbooks. They provide also food to the students to maintain their retention rate.

Another key contribution made by the private sector and the community jointly was establishment of temporary makeshift schools in the escarpments. The teachers pointed out that escarpments were safe places and thus relocation ensured that learning resumed within the shortest period. As residents move to new environments during insecure periods, they were hit by famine due to lack of food as they could not access their own and as a result came in handy with food supply as noted by 58% of the respondents.

Other contributions made by the private sector and community that the teachers observed to have enhanced curriculum implementation included provision of shelter (33%), guiding and counselling (25%), transport (25%), water (8%) and security (8%). The personnel who handle guiding and counselling have been inadequate (Republic of Kenya, 1999) and therefore, community and private sectors contribution in problematic areas such as cattle rustling areas of Tot was a big boost.
4.4 Curriculum Implementation Strategies to Counteract Disruption Due to Cattle Rustling

The objective that sought to find out the attempts that had been made to ameliorate the effects of cattle rustling on curriculum implementation indicated that teachers compensated for the time lost in various ways as shown in table 4.15 for the three core subjects.

Table 4.15: Teachers Rating of Strategies that Enhanced Curriculum Implementation in Cattle Rustling Areas

<table>
<thead>
<tr>
<th>Teachers Responses</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>During holidays</td>
<td>4</td>
<td>33.3</td>
</tr>
<tr>
<td>Preps time</td>
<td>7</td>
<td>58.3</td>
</tr>
<tr>
<td>Over time during calm days</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>100</td>
</tr>
</tbody>
</table>

As the teachers tried to compensate for the time lost during insecure periods, majority of them (58.3%) made use of the preps time. They pointed out that once they had settled in the hills, they ensured that both evening and morning preps were used to cover the syllabus. Despite the inadequacies of lighting facilities such as pressure lamps [the region still lacked electricity], the teachers said that the few available were utilised by the candidates who were to sit for the KCPE exams. This, therefore, meant that the rest of the students were disadvantaged. Although teachers were willing to use preps time as they indicated, most of them argued that morning preps was not sufficiently utilised because they were
commuting from far distances. Other teachers, 33.3% pointed out that they made use of holidays to cover their work. On this issue, teachers said that when schools were closed officially, they extended teaching-learning programme as usual with the aim of attaining the set goals. Still others said that preps time was not very sufficient for them because they lacked lighting facilities hence they opted to use the holidays. The remaining 8.3% teachers indicated that they undertook extra teaching-learning process during the calm period.

They pointed out that when cattle rustling result in killing of one of the teachers, the tension created made it impossible to continue teaching during normal hours, preps or holiday and as such teachers often waited till calm situation prevailed.

4.4.1 Strategies that Teachers Use in the Hostile Environment

The research question that sought to find out how teachers cope with the hostile environment indicated that teacher’s had varying strategies as shown in Table 4.16.

Table 4.16: Ways that Teachers Cope with Hostile Environment in Cattle Rustling Areas

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Temporary Constructions on the Escarpment</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>Survival</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Tolerance and Adjustment</td>
<td>6</td>
<td>50</td>
</tr>
<tr>
<td>Guidance and Counselling</td>
<td>2</td>
<td>17</td>
</tr>
</tbody>
</table>
Table 4.16 indicates that 50% of the teachers coped with the hostile environment by tolerating the situation the way it is despite its intensity. The reason behind their tolerance was pointed out that most teachers have been used to hardship conditions as most of them hailed from the area such that when cattle rustling occurred, they adjusted to the anxiety state, though they could not carry out teaching till peace was restored.

Other teachers 25% constructed temporary classes in the escarpments. They said that insecurity due to cattle rustling forced them to relocate temporarily to the escarpment that was a bit safer in order to continue undertaking curriculum implementation. They added that prevailed state of fear did not allow them to settle in the normal residential places as the cattle rustling menace was not predicted at all. Others teachers 17% pointed out that they coped with the hostile environment because they received guidance and counselling while 8% said that they accept it as a natural disaster. The results therefore, indicated that despite the government's effort in encouraging the private sector to play a pivotal role in curriculum implementation, existence of insecurity is a hindrance (Sessional Paper, 1986).
4.4.2 Ways that Teachers Overcome Emotional Stress in Cattle Rustling Areas

Teachers gave varying strategies as they were not restricted to one response on the research question that sought to determine strategies that teachers used to overcome emotional stress among the students and/or themselves as shown in Table 4.17.

<table>
<thead>
<tr>
<th>Specification</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidance and Counselling</td>
<td>9</td>
<td>56</td>
</tr>
<tr>
<td>Increased Social Relationship</td>
<td>5</td>
<td>31</td>
</tr>
<tr>
<td>Treat it as a Disaster</td>
<td>3</td>
<td>18</td>
</tr>
<tr>
<td>Tolerate</td>
<td>4</td>
<td>25</td>
</tr>
<tr>
<td>Increased Student Relationship</td>
<td>3</td>
<td>18</td>
</tr>
<tr>
<td>Organised Seminars</td>
<td>4</td>
<td>25</td>
</tr>
</tbody>
</table>

Teachers employed various strategies to overcome emotional stress cause by cattle rustling menace. Some 56% attended guidance and counselling programmes in order to be relieved of the stress condition that instilled fear and anxiety that might inhibit them from carrying out teaching learning process effectively. It was pointed out those agencies such as World Vision and the local churches occasionally organised for guidance and counselling programmes in the region to encourage and comfort the teachers so that they could guide and counsel the affected students in turn accordingly. Also pointed out by 31% of the teachers, as a strategy was the enhancement of social relationship between the students and/or
teachers. As the individuals were subjected to insecure state, they point out that in most cases they met in strategic positions in order to comfort, support and encourage each other. This enabled them to identify further measures that were used to enhance curriculum implementation.

Other teachers (25%) pointed out that they just survive or attended peace seminars normally organised by the leaders of the different zones. Those who argue that they survived said that the incidence has occurred often that they had adapted to it. Still those who attend seminars claim that they were encouraged. The remaining group, which comprised 18%, treated it as a disaster that remedies were beyond their efforts. Further 18% of the teachers increased student relationship. Increased social relation was aimed at boosting teaching-learning process such that students were able to organise themselves into learning groups.

4.5 Attempts by the Community and the Government to Enhance Curriculum Implementation in Cattle Rustling Areas

The research question that sought to determine the attempts that had been made by the community, private sector and the government to enhance curriculum implementation indicated that various attempts had been made by the government and the community to combat cattle rustling. The government had deployed security personnel while the community on the other hand enhanced security
through establishment of community vigilante home guards. The provision of security was aimed at ensuring that peace prevailed within the shortest period. Consequently, this provision ensured that teachers and students were protected during national examination. Adequate security enabled examinations to be undertaken safely without any interference in their schools or in the new environments they relocated to.

Construction of temporary schools in the escarpment had also been established to cater for the students teaching learning needs. The private sector provided materials such as roofing materials, cement, moveable boards, chalks, pressure lamps and textbooks. On the other hand the community provides labour during construction and transportation of these materials. The content coverage therefore was relatively covered in an attempt to attain the required standards.

The government through various agencies and private sector was able to boost teaching/learning process by introducing school feeding programme. Although during insecure periods food was often not used due to displacement problems, it however, assisted the community to diverge their resources to teaching/learning materials or feeding themselves. It also sustained retention of students whose properties were lost and parents killed. As a result enrolment rates were relatively maintained to enable teaching learning process to pick up.
Infrastructures facilities such as roads, communication and provision of piped water had been improved. The road improvement was done to facilitate transportation of teaching/learning materials to the most affected areas. It also ensured that security personnel accessed these regions faster to provide security such as tracking of lost cattle and transporting the injured.

They have also initiated peace and reconciliation meetings between the pastoralists communities bordering the area. This was seen as important in helping to bring together the communities and resolve the conflict amicably and thus avoid further interference of curriculum implementation.

4.6 Respondents Suggestions and Recommendations on Ways of Enhancing Curriculum Implementation in Cattle Rustling Areas.

The objective that focused on the recommendation that could be made on how curriculum implementation could be enhanced in cattle rustling areas was addressed in this part. The proposals given by the head teachers and teachers on ways of improving curriculum implementation in cattle rustling areas revolved around provision of teaching learning resources, establishing makeshift classes, providing adequate security, deploying adequate teachers and encouraging private sectors to provide services where necessary.
On provision of teaching learning materials, both head teachers and teachers expressed concern that there was need to provide adequate instructional materials. Head teachers on their part, felt that adequate resources were necessary in facilitating teaching learning process. They also added that it would have enhanced access to all students, increased enrolment and retention as well as reduce dropout and transfer cases. The government was viewed to encourage the private sector to take full advantage of the curriculum implementation when the environment was conducive.

On establishment of permanent schools in the escarpment, head teachers and teachers felt that it was to facilitate continuous learning when there was insecurity as students would be transferred to the hills where it was safe. They were of the view that permanent schools should be established to avoid time wastage in reconstructing schools often. The reason was that the makeshift schools were constructed temporarily due to lack of building materials. Further, they recommend that the permanent schools established should have lighting facilities (pressure lamps or solar panels) for maximum utilisation of time during preps time. Also, they added that remedial classes could be carried out in these safer areas without fear.

Another suggestion was the deployment of adequate security personnel. All the teachers and 75% of the head teachers were of the idea that adequate security
personnel should be provided to offer maximum protection. They argued that the
government should identify strategic positions where these personnel could be
posted and should be equipped with modern weapons. They recommended that
once adequate security personnel were available, students would cease to become
home guards hence concentrating on the schoolwork. Also these personnel would
have been able to disarm all the communities possessing illegal firearms and
arrest all wrong doers.

Deploying adequate teachers was also suggested and recommended by all the
head teachers and teachers. They recommend that the government should deploy
teachers from within the district as they could offer greater resistance than the
non-residents hence covering syllabus in time. Head teachers pointed out that
teachers posted to these zones of cattle rustling should be trained on how to adapt
to difficult situations such as those of insecurity, motivated in times of intensified
insecurity and guidance and counselling services need be available to give them
hope. Based on these recommendations, head teachers and teachers expressed
concern that teachers quarters should have been built in the escarpments and in
the normal school compound to reduce teachers travelling for many kilometres to
schools.

Another suggestion and recommendation was to encourage private sectors in
provision of services that could support education where necessary. Some of the
Services recommended included teaching-learning materials and physical facilities to ease the parents' burden of providing them, as cattle rustling had interfered with their economy. They also recommended that water should be provided in the schools to avoid students walking for long distance to fetch water. All the teachers and head teachers also stressed food provision, as it helped to increase retention rate and enrolments since the region lacks adequate food provision. Finally, head teachers recommended that the private sector be encouraged to provide enough infrastructures such as roads and communication network.
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This study set out to examine the impact of insecurity due to cattle rustling on curriculum implementation in Tot Division, Marakwet District. Data used to answer the objectives and the research questions that guided the study were obtained through questionnaires, interview schedules, checklist and observation schedule. Analysis of available documents supplemented the information. The data gathered were analysed and presented in tabular form, frequencies and percentages where appropriate. The summary, findings, conclusions and recommendations are discussed in this chapter.

5.1 Summary

The summary of the study in chapter one of this thesis presented the introduction. It focused on the background to the problem, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, scope and limitations of the study, theoretical framework and definition of operational terms.

In chapter two, selected literature was reviewed and/or discussed. The review of the selected literature focused on the government policies and efforts on education enhancement, contribution of the private sector to curriculum implementation,
school and community relationship, barriers to curriculum implementation and finally discussed insecurity and curriculum implementation.

From the literature reviewed the researcher-identified gaps, which necessitated and made this study imperative.

Chapter three highlighted the method used in the study. The chapter mainly discussed study design; locale, population, sample and sampling procedures, research instruments, piloting, validity and reliability, data collection procedures and data analysis techniques.

Chapter four presented results and discussion of data analysed. The presentation was thematically organised based on the research questions. The pertinent sub-topics were demographic information about the respondents, effects of cattle rustling on various aspects of curriculum implementation and the contribution of the private sector and the community to curriculum implementation. Strategies that enhanced curriculum implementation in cattle rustling areas, attempts that were made to enhance curriculum implementation and respondents suggestion and recommendations were also focused on here. The study came up with the following findings:

It was noted that physical and instructional materials were inadequate. These were attributed to the effect of cattle rustling that did not allow the community to invest fully in the provision of these materials.

Cattle rustling also hindered the private sector participation in provision of necessary facilities due to state of insecurity it created.
Low enrolments and dropouts rates increased tremendously due to cattle rustling menace that made some students' transfer to safer areas, others stayed at home while others become home guards.

Frequent closures of schools for varying periods resulted in superficial teaching-learning process which produce ill-prepared students with poorly developed critical thinking abilities. Occurrence of insecurity denied teachers and students time for discussions meant to give deeper understanding of the subject matter. Inadequate time further denied teachers adequate experience in planning; organizing and evaluating content.

To enhance the process of curriculum implementation, both teachers and head teachers had employed varying strategies to cope with hostile environment and to overcome the emotional stress that face them. The strategies included relocating to safe environment on the escarpments, attending guidance and counselling services, increasing interpersonal relationship and tolerating the condition.

Further, various attempts had been undertaken by the government and the community to boost teaching learning process by as establishment of makeshift schools in the escarpment, deploying security personnel, improving infrastructures facilities and providing teaching-learning materials.

Recommendations put forward by teachers and head teachers on ways of enhancing curriculum implementation during intensified cattle rustling indicated that they were really subjected to frequent state of insecurity. They also seem to
know what they wished to be undertaken in the institution and sought to be involved in making decisions that affected cattle rustling prone areas.

5.2 Conclusions

From the findings of this study, the following can be concluded:

Rampant cattle rustling have resulted in decline in development of both physical facilities and instructional materials, which have a direct effect on the students, teachers and performance. This was because cattle rustling had interfered with the socio-economic fabric of the society, thereby limiting parents’ contribution to support curriculum implementation.

Despite the prolonged effects of cattle rustling, the private sector, community and the government had been involved significantly in the enhancement of curriculum implementation in the area.

5.3 Recommendations

Based on the findings of this study, the researcher had the following to recommend:

There was need to support the development of physical and instructional materials to enhance teaching-learning process in the cattle rustling prone areas as parents’ contribution were interfered with.

As the study findings indicate that more time was wasted in re-settling and constructing temporary teaching-learning structures, development and
establishment of permanent classes or schools in the escarpment should be undertaken in order to minimise time wastage in re-settling in the new environment to take up teaching.

Since various strategies and attempts have been undertaken by the teachers, community, private sector and the government there is need to improve guidance and counselling centres in order to promote emotional and psychological stability amongst the affected individuals.

5.4 Suggestions for Further Research

The study recommends the following areas for further research:

1. This study should be replicated with a wider sample of schools to find out if the trend remains the same.

2. A comparative study of secure and insecure places should be carried out.

3. A study on gender should be carried out to determine whether cattle rustling had an effect.
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APPENDIX 1: TEACHERS' QUESTIONNAIRES ON IMPACT OF CATTLE RUSTLING ON CURRICULUM IMPLEMENTATION

Dear Respondent,

You have been selected to participate in a study on cattle rustling and its impact on curriculum implementation in Tot Division. You are requested to respond to the following questions to the best of your ability and as truthfully as possible. The responses you give will be treated with utmost confidence and will be used only for the purpose of this study. Your co-operation will be highly appreciated.

Thank you.

General Information

Please fill in the following spaces as accurately as possible.

1. Name of school-----------------
2. Gender of the respondent.......... 
3. For how long have you taught in this school?................ years.
4. Which subject(s) are you teaching? ...........

Effects of Insecurity on Curriculum Implementation and Attempts Made to Enhance Curriculum Implementation

5. How often do cattle rustling occur? Tick in the appropriate answer.
   i). Frequently
ii). Occasionally

iii) Seldom

iv). Never.

b. Are there situations where cattle rustling menace causes closure of school?

Yes []

No []

6. If yes in 5 b. above, how do you recover for the time loss? In

i). English

ii) Kiswahili

iii) Maths

b. Are there difficulties you encounter as you recover for the time loss? Explain briefly.

7 a. How effective are you with regard to content coverage, evaluation of learners and planning?

b. How has insecurity affected your workload? (Tick against the statement that describes the situation best)

i) INCREASED CONSIDERABLY [ ]

ii) Remained the same [ ]

iii) Partially affected [ ]
iv) Reduced [ ]

c. Indicate the content area mostly affected.

i) English-----------------------------------------------

ii) Kiswahili---------------------------------------------

iii) Maths-----------------------------------------------

8. How has constant insecurity affected the core subjects? (Tick where appropriate).

a. English

i) Not covered [ ]

ii) Insufficiently covered [ ]

iii) Moderately covered [ ]

iv) Very adequately covered [ ]

b. Kiswahili

i) Not covered [ ]

ii) Insufficiently covered [ ]

iii) Moderately covered [ ]

iv) Adequately covered [ ]

v) Very adequately covered [ ]

c. Maths

i) Not covered [ ]

ii) Insufficiently covered [ ]

iii) Moderately covered [ ]
iv) Adequately covered  

v) Very adequately covered  

b. Please explain briefly your answer above.

9. Where do the teachers and the students seek refuge during heightened insecurity? List all the places.

b. How much learning time is lost due to insecurity?

c. Are there meaningful instruction undertaken in the campsites?

Yes  

No  

10a. If the answer is yes in 9b. above, describe briefly the working conditions.

b. How is the adequacy of the following in the campsites?

i) Teachers

ii) Students

iii) Teaching learning materials

c. How do you cope in a hostile environment?

11a. Has insecurity caused by cattle rustling resulted to the following?
a) Transfer of students. Yes [ ] No [ ]

b) Transfer of teachers. Yes [ ] No [ ]

b. How many learners on average attend school after cattle rustling raids?

________________________________________________________________________

c. Are there situations when students have dropped from school due to insecurity?

________________________________________________________________________

d. In a. above, how has curriculum implementation been affected if the answer is yes?

________________________________________________________________________

12 a. How is the security of the students provided when they are undertaking their examinations during the insecurity period?

________________________________________________________________________

b. How have been the results of the K.C.P.E. performance when undertaken after or during heightened insecurity period?

i) Very good [ ]

ii) Good [ ]

iii) Fair [ ]

iv) Poor [ ]

v) Very poor [ ]

13 What are the other effects of cattle rustling which affect curriculum implementation?
14. What is the contribution of the private sector and the community to curriculum implementation in Tot Division?

15. Give any suggestions that you feel can improve curriculum implementation process during insecurity period.

16. a. What strategies do you use to overcome the emotional stress?

b. What attempts have been made by the community and the government to curb cattle rustling in order to enhance curriculum implementation?
APPENDIX 2: HEADTEACHERS’ INTERVIEW GUIDE ON IMPACTS OF CATTLE RUSTLING ON CURRICULUM IMPLEMENTATION

Dear Respondent,

You have been selected to participate in a study on cattle rustling impact on curriculum implementation in Tot Division, for a master’s thesis. You are requested to respond to the following questions to the best of your ability and as truthfully as possible. The responses you give will be treated with utmost confidence and will be used only for the purpose of this study. Your co-operation will be highly appreciated.

Thank You.

General Information

Please fill in the following spaces as accurately as possible.

1. Name of the school

2. Gender of the respondent

3. Academic qualification

4. For how long have you served in this school? ________ Years

Conditions of the Equipment and Facilities in the School

5a. What teaching-learning resources do your school have for effective curriculum implementation?
b. What problems do teachers encounter in acquisition, storage and utilization of teaching-learning resources in Tot Division?

c. How have cases of insecurity affected the development of the following physical facilities? Give a brief explanation for each case.

   i) Classroom expansion and repair?

   ii) Library expansion

   iii) Equipment of workshop

6a. Has the increased insecurity incidents affected the provision of curriculum implementation materials such as textbooks and reference materials?

   Yes-------------

   No-------------

b. Explain briefly how do teachers undertake curriculum implementation when cattle rustling affect the provision of materials?

c. How do teachers cope with a hostile environment?

d. How effective are the teachers in regard to content coverage, evaluation of students and planning?
7a. What other factors do you attribute to the inadequate provision of equipment and facilities in the school?

8. How are the parents/community contribution in the development of school equipment and facilities?

Effects and Strategies of Cattle Rustling on Curriculum Implementation

9a. Are there situations when cattle rustling menace causes closure of schools?

Yes-------------

No-------------

b. For how long are these schools closed?

-----------------------------

c. Briefly explain how the teachers compensate for the time lost.

d. What strategies do teachers use to overcome emotional stress among the students and themselves?

10. How have the frequent incidents of insecurity affected the following?

a) Teachers workload

i) Increased [ ]

ii) Remained the same [ ]
iii) Reduced [ ]
iv) Not affected [ ]

b) Content coverage

i) Not covered [ ]

ii) Insufficiently covered [ ]

iii) Moderately covered [ ]

iv) Sufficiently covered [ ]

c) Teachers' adequacy

i) Satisfactory [ ]

ii) Moderate[ ]

iii) Fair [ ]

iv) Unsatisfactory [ ]

d) Teachers' preparation of the subject matter

i) Adequate [ ]

ii) Moderate [ ]

iii) Fair [ ]

iv) Inadequate [ ]

v) Very inadequate [ ]

11. Has any occurrence of cattle rustling resulted to the following?

a) Transfer of teachers

Yes [ ]
b) Transfer of students

Yes [ ]

No [ ]

12. What is the teacher-pupil ratio in your school?

b. How many learners on average attend school after cattle rustling raids?

------------------------------------------------------------

c. Are there situations that learners have dropped from the school due to insecurity?

------------------------------------------------------------

13a. Where do the students do their national examinations when insecurity incidents are heightened?

------------------------------------------------------------

b. What measures are taken to ensure that the students and the teachers are secure during the examination period?

------------------------------------------------------------

c. How has been the K.C.P.E. performance of the division since 1991 compared to other divisions when cases of cattle rustling are experienced during the examination period?
i) Very good [ ]

ii) Good [ ]

iii) Fair [ ]

iv) Poor [ ]

14. Are there other ways that insecurity has affected curriculum implementation process?

15. What have been the immediate strategies undertaken to enhance curriculum process during heightened cattle rustling period?

16. Give any suggestions that you feel can improve curriculum implementation during insecurity periods.

16. What recommendations can you give to be undertaken in order to foster curriculum implementation in cattle rustling prone areas?
APPENDIX 3: CHECKLIST TO RECORD OBSERVED DATA

In the following table, the researcher indicated the school visited, and then used the school pupils’ registers for each year to indicate the number of pupils for each year in order to determine whether cattle rustling affected the number of pupils’ adequacy.

A. Students Fluctuations

<table>
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</tr>
</tbody>
</table>

B. Teachers Fluctuations

In the following table, the researcher indicated the school visited, then used the school teachers records to indicate the number of teachers for each year in order to determine whether cattle rustling affected the teachers adequacy.

<table>
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</tbody>
</table>

In the following table, the researcher indicated the name of the school visited, and then used the teachers and pupils registers record for each year to indicate the proportion of the teachers and the pupils. This helped to know whether cattle rustling affected the proportion of both the teachers and the pupils.

<table>
<thead>
<tr>
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</tr>
</tbody>
</table>

Note: The table indicates the number of teachers and pupils per school from 1991 to 2001.

In the following table, the researcher indicated the names of the school visited, then use the school national examination records to show the trend of performance over the years. The trend helped to determine whether cattle rustling had a direct effect on performance.

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E. Development of School Facilities/Equipment for 11 years

In the following table, the researcher indicated the available school facilities and equipment of each school for 11 years to determine whether cattle rustling had affected their development.
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</tr>
</tbody>
</table>
F. Content Coverage

In the following table, the researcher indicated for each subject whether its content is insufficient, moderate or sufficiently covered in each year in the school that was visited. The information was obtained from lesson plans and schemes of work. The content covered determined whether cattle rustling had a direct impact on curriculum implementation.

<table>
<thead>
<tr>
<th>School</th>
<th>Subject</th>
<th>Content Coverage (1991-2001)</th>
</tr>
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<td></td>
<td>Kiswahili</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Maths</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Kiswahili</td>
<td></td>
</tr>
<tr>
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<td>Maths</td>
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</tr>
</tbody>
</table>
APPENDIX 4: OBSERVATION GUIDE

In the following table, the researcher in each school visited indicated the availability of each item listed, then observed its condition and gave the comments. This procedure helped to determine whether cattle rustling affects development of the physical facilities.

<table>
<thead>
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<th>Item</th>
<th>Specific item</th>
<th>Condition</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom</td>
<td>Desk, Chairs, Tables, Blackboard</td>
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<td></td>
</tr>
<tr>
<td>Library</td>
<td>Text books, Teaching aids, References</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workshop</td>
<td>Tools, Chairs, Tables, Chemicals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School farm</td>
<td>Crops, Poultry, Dairy</td>
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<td></td>
</tr>
<tr>
<td>Field</td>
<td>Size, Playing materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Repair and Maintenance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruction Materials</td>
<td>Teaching aids, References</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Surrounding School Environment</td>
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</tr>
<tr>
<td></td>
<td>Text books</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 6: SCHOOLS IN TOT DIVISION

1. Ngenyiireel
2. Chechan
3. Murkutwo
4. Chesongoch
5. Toroko
6. Kabetwa
7. Kapkobil
8. Kapkain
9. Tot
10. Chesawach
11. Embomir
12. Kabaldemet
13. Chebilil
14. Sangach
15. Liter
16. Sambalat