

**ACCESS OF PRIMARY EDUCATION TO THE PASTORALIST: A CASE
STUDY OF NAMANGA DIVISION KAJIADO COUNTY**

**BY
METUY SAITAKWET
REG. NO: E55/CE/13024/2009**

**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT FOR
THE DEGREE OF MASTER OF EDUCATION IN THE DEPARTMENT OF
EDUCATIONAL MANAGEMENT, POLICY AND CURRICULUM STUDIES;
SCHOOL OF EDUCATION, KENYATTA UNIVERSITY**

DECEMBER, 2012

DECLARATION

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

METUY SAITAKWET

DATE

REG. NO: E55/CE /13024/2009

This project has been submitted for review with our approval as university supervisors.

DR. SAMUEL N. WAWERU

DATE

Lecturer

Department of Educational, Management, Policy and Curriculum Studies

Kenyatta University

DR. FLORENCE ITEGI

DATE

Lecturer

Department of Educational, Management, Policy and Curriculum Studies

Kenyatta University

ACKNOWLEDGEMENTS

I thank God the almighty for the gift of life, health, strength and protection that I have received throughout my studies. The success of this study has been the result of a combined effort, support and cooperation from several people to whom I owe a lot of gratitude. First and foremost, I owe it to my two supervisors Dr. Samuel N. Waweru and Dr. Florence Itegi for their professional advice and guidance throughout my research project. I believe that their advice has made this work to be of high quality and dependable. My course mates Janice Kimanthi, Jane Mwangi, Nthenge and Kipyegon for their moral support during hard moments of library long hours. I wish to acknowledge my lecturers from the school of education for their effort and encouragement throughout my studies. I also wish to acknowledge the Kenyatta University administration and community at large through whom I got conducive learning environment that made my programme end as scheduled. Last but not least I owe it to Mr. Joseph Macharia for meticulously and tirelessly typing this work.

May God of love and life bless you all.

DEDICATION

I dedicate this work, first to my late father Metuy'Ole Tait for his wise decision of taking me to school against the demands of pastoralism and to my lovely mother Kiperanoi ene Metuy for the tender care she has offered me during my childhood. I also dedicate this work to my family; my lovely wife Rose Nanto Saitakwet for her moral support throughout the course of my study as well as through many odds and to our beautiful children Simentei, Siyiapei, Kasaine, Letema, Olemai and baby Jacob for their innocence and thirst for education. Last but not least I dedicate this work to my two brothers Parshina Ole Metuy and Noonkayiok Ole Metuy for their hard work and skillful livestock movement during drought times.

ABSTRACT

In this research project, the researcher dealt mainly with access of primary education to the pastoralist of Namanga division, Kajiado County in the Rift valley province of Kenya. The objectives of the study were to find out how household conditions, educational facilities, socio-cultural practices and environmental factors affect access to primary education to the pastoralist of Namanga division. The design of the study was descriptive survey design where a sample size of 20 out of 39 public primary schools in the division, were selected for the study. These represented 51.3% of the total population in the schools. The head teachers of these schools were selected automatically from the study sample. A simple random sampling technique was used to identify 5 teachers per school. A total of 100 teachers out of 273 teachers were sampled making a total sample size of 120 respondents. The data was obtained using structured and semi-structured questionnaires which were administered to the head teachers and teachers in the respective schools. An interview schedule was also administered to the Assistant Education Officer (AEO). The data was analyzed using descriptive statistics and summarized using tables, pie charts, bar graphs and percentages. Chi square was used to test if there was any significant difference between variables. The results indicates household conditions such as the type of house, source of light and economic activities of the parents, educational facilities such as type and location of schools, writing materials and textbooks and environmental factors such as drought and famine affect access to primary education. Socio-cultural practices such as Moranism and circumcision ($X^2=6.988$, $P=0.008$) and provision of lunch in schools ($X^2=7.179$, $P=0.007$) were the most significant factors affecting access to primary education at $P<0.05$. This implies that there is need for provision of lunch to learners as well as discouraging Moranism in order to improve access to Primary education in the study area. In conclusion, the household conditions, educational facilities, socio-cultural practices and environmental factors influence the access of primary education to the pastoralists in Namanga division. In order to improve access to primary education in study area, the study recommends that there is need of integrating all stakeholders' involvement in the education sector in order to address the above mentioned factors, diversify on economic activities and create awareness on the importance of education for all in the study area. There is also the need for the government to build more boarding schools in the study area, have consistent provision of lunch to schools, provide adequate learning materials, abolish retrogressive Socio-cultural practices such as Moranism, drill more boreholes and promote equitable distribution of resources across the pastoral areas in the republic of Kenya. This will ensure that all learners across the County have access to primary education, thus improving livelihoods and strive to achieve Vision 2030.

TABLE OF CONTENTS

DECLARATION.....	ii
DEDICATION.....	iii
ACKNOWLEDGEMENT.....	iii
ABSTRACT.....	v
ABBREVIATIONS AND ACRONYMS.....	xiii
OPERATIONAL DEFINITION OF TERMS.....	xiv
LIST OF TABLES	xi
LIST OF FIGURES	xii
CHAPTER ONE	1
INTRODUCTION.....	1
1.1 Background of the study	1
1.2 Statement of the problem	6
1.3 Purpose of the study	10
1.4 Objective of the study.....	11
1.5 Research questions	12
1.6 Significance of the study	12
1.7 Limitations of the study.....	13
1.8 Delimitations of the study	13
1.9 Theoretical Framework	14
1.10 Conceptual framework	14

CHAPTER TWO	17
LITERATURE REVIEW	18
2.0 Introduction	18
2.1 Factors influencing access to primary education	18
2.2 Effects of household conditions on access of education	18
2.3 Educational facilities in relation to access of primary education	20
2.4 Influence of socio-cultural practices on access to education	23
2.5 Environmental factors that influence access to education.....	24
2.6 Summary	27
CHAPTER THREE	30
RESEARCH METHODOLOGY	30
3.0 Introduction	30
3.1 Research design.....	30
3.2 Location of the study areas.....	31
3.3 Target population	31
3.4 Sampling Techniques and sample size.....	31
3.5 Research instrument	32
3.5.1 Questionnaires	33
3.5.2 Questionnaires for head teachers and teachers	33
3.5.3 Interview schedule for the Assistant Education Officer (AEO).....	34
3.6 Piloting of the study	34
3.7 Validity.....	35
3.8 Reliability.....	35
3.9 Data collection procedure.....	35

3.10 Logistical and ethical consideration.....	36
3.11 Data analysis plan.....	36
CHAPTER FOUR.....	37
RESULTS AND DISCUSSIONS.....	37
4.1 Introduction.....	37
4.2 Socio demographic characteristics of teachers in Namanga division.....	37
4.2.1 Age of the teachers in Namanga division.....	37
4.2.2 Gender of teachers in Namanga division.....	38
4.2.3 Years of experience by teachers in Namanga division.....	38
4.2.4 Education levels of the teachers in Namanga division.....	39
4.2.5 Home County of teachers in Namanga division.....	39
4.3 Household conditions of parents in Namanga division as reported by the teachers.....	40
4.3.1 Staple food of most of learners in Namanga division as reported by the teachers.....	40
4.3.2 Type of house for majority of learners in Namanga division as reported by the teachers.....	41
4.3.3 Lighting system in the living houses for the learners as reported by the teachers.....	42
4.3.4 Economic activity of learners' parents as reported by the teachers.....	42
4.3.5 Animals kept by pupils' parents as reported by the teachers.....	43
4.4 Adequacy of educational facilities of public primary schools in Namanga division as reported by the head teachers.....	44
4.4.1 Type of school in Namanga division as reported by the head teachers.....	44
4.4.2 Location of school in Namanga division as reported by the head teachers.....	45
4.4.3 Type of school in Namanga division as reported by the head teachers.....	46

4.4.4 Lunch provision for schools in Namanga division as reported by the head teachers	46
4.4.5 Lunch providers in Namanga division as reported by the head teachers	47
4.4.6 Cases of learners lacking writing materials in schools in Namanga division as reported by the head teachers	48
4.4.7 Learners reporting to school as early as 8am as reported by the head teachers	48
4.4.8 Reason for lateness to school.....	49
4.4.9 Number of students per text book per subject as reported by the head teachers	50
4.4.10 Challenges facing school enrolment on the onset of rains as reported by head teachers	51
4.5 Socio-cultural practices affecting access to primary education in Namanga division as reported by the teachers	52
4.5.1 Practicing of Moranism within the school locality as reported by the teachers	52
4.5.2 Cases of school drop outs due to influence of Moranism as reported by the teachers	52
4.5.3 Severity of Moranism in Namanga division as reported by the teachers	53
4.5.4 The level at which boys undergo circumcision in Namanga division as reported by the teachers	53
4.5.5 Moran lower age limit in Namanga division as reported by the teachers	54
4.5.6 Drop out cases in schools due to circumcision in Namanga division as reported by the teachers	55
4.5.7 Herders in Namanga division as reported by the teachers.....	55
4.6 Environmental factor limiting accessibility of primary education in Namanga division as reported by the teachers	56
4.6.1 Location of water points in Namanga division as reported by the teachers	56
4.6.2: Saving of animals from dying during the drought periods in Namanga division as reported by the teachers.....	57

4.6.3 The specific duties done by children in Namanga division as reported by the teachers	57
4.7 Results of interview schedule.....	58
CHAPTER FIVE	61
SUMMARY, CONCLUSION AND RECOMMENDATIONS	61
5.1 Introduction	61
5.2 Summary	61
5.2.1 Background information.....	61
5.2.2 Household conditions of learners in Namanga division.....	61
5.2.3 Adequacy of educational facilities in Namanga division	61
5.2.4 Socio-cultural practices in Namanga division	62
5.2.5 Environmental factors limiting access of primary school in Namanga division	63
5.3 Conclusion.....	63
5.4 Recommendations	65
5.5 Suggestions for further research.....	66
REFERENCES.....	67
APPENDIX A: HEAD TEACHER QUESTIONNAIRE	71
APPENDIX B: QUESTIONNAIRE FOR TEACHERS	74
APPENDIX C: RESEARCH SCHEME	79
APPENDIX D: INTERVIEW SCHEDULE FOR THE ASSISTANT EDUCATION OFFICER (AEO)	80

LIST OF TABLES

Table 1.1: National public primary school gross enrollments 2003-2007	9
Table 1.2: Kajiado County public primary school gross enrollments 2003-2007	9
Table 1.3: Kiambu County public primary school gross enrollments 2003-2007	9
Table 4.1 Age of the teachers in Namanga division	37
Table 4.2 Teachers' years of training in Namanga division	38
Table 4.3 Home County of teachers in Namanga division	39
Table 4.4: Staple food of learners in Namanga division reported by the teachers.....	40
Table 4.5: Lighting systems for learners in Namanga division as reported by the teachers	42
Table 4.6: Livestock kept by learners' parents as reported by the teachers.....	43
Table 4.7: Types of schools in Namanga division as reported by the head teachers	44
Table 4.8 Lunch provision for schools in Namanga division	46
Table 4.9 Learners reporting to school as early as 8am.....	48
Table 4.10: Number of students per book per subject in Namanga division as reported by the head teachers	50
Table 4.11: Cases of Moranism in Namanga division as reported by the teachers.....	52
Table 4.12: Cases of school drop outs due to Moranism in Namanga division as reported by the teachers	52
Table 4.13: School level at which learners undergo circumcision as reported by the teachers	53
Table 4.14: Lower age limit of joining Moranism as reported by the teachers	54
Table 4.15: School dropout years/periods in Namanga division as reported by the teachers.....	55
Table 4.16: Location of water points in Namanga division as reported by the teachers	56
Table 4.17: livestock herders during drought periods in Namanga division as reported by the teachers	57
Table 4.18: Primary school enrollment in Namanga Division.....	60

LIST OF FIGURES

Fig 1.1: Conceptual framework on factors affecting access to primary education in Namanga division	17
Figure 4.1: Gender of the teachers in Namanga division.....	38
Figure 4.2 Teachers' education levels in Namanga division	39
Figure 4.3: Types of houses for majority of learners as reported by the teachers	41
Figure 4.4: Economic activities of learners' parents as reported by the teachers.....	42
Figure 4.5: Location of schools in Namanga division as reported by the head teachers ...	45
Figure 4.6 Types of schools in Namanga division.....	46
Figure 4.7: Provision of lunch in schools	47
Figure 4.8 Cases of learners lacking writing materials in Namanga division	48
Figure 4.9 Reasons for lateness to school in Namanga division.....	49
Figure 4.10 Challenges facing school enrolment.....	51
Figure 4.11: Severity of Moranism in Namanga division as reported by the teachers	53
Figure 4.12: Herding responsibility in Namanga division as reported by the teachers	55
Figure 4.13: Specific roles of children in herding in Namanga division as reported by the teachers	58

ABBREVIATIONS AND ACRONYMS

ASAL	-	Arid and Semi Arid Lands
AEO	-	Assistant Education Officer
DEO	-	District Education Officer
EAC	-	East Africa Communities
EFA	-	Education for All
EMIS	-	Education Management Information Systems
ERS	-	Economic Recovery Strategy
FPE	-	Free Primary Education
GOK	-	Government of Kenya
GPD	-	Gross Domestic Product
IT	-	Information Technology
KNUT	-	Kenya National Union of Teachers
MDG's	-	Millennium Development Goals
MOEST	-	Ministry Of Education Science and Technology
NGOs	-	Non-Governmental Organizations
PFM	-	Public Finance Management
UK	-	United Kingdom
UNDP	-	United Nations Development Programme
UNESCO	-	United Nations Environmental, Scientific and Cultural Organization
UNICEF	-	United Nations International Children Education Fund
USAID	-	United States Agency for International Development

OPERATIONAL DEFINITION OF TERMS

Access	Availing opportunity in this case availing education opportunity ASAL areas
ASAL areas	Arid and semi arid areas
Education	Acquisition of knowledge skills and attitude in learning institution: in this case a school.
Inadequate	Insufficient, not enough
Pastoralist	Livestock keepers who live in ASAL areas
School	An institution of formal learning

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

States have the obligation to establish the legislative and policy framework together with sufficient resources to fulfill the right to education for every child. Each child must therefore be provided with an available school place or learning opportunity together with appropriate qualified teachers, adequate and appropriate resources and equipments. As education for all (EFA 2007) goals states that ensuring that by 2015 all children particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and completely free and compulsory primary education of good quality (World Bank & UNICEF 2009).

Education has been formally recognized as a human right since the adoption of the universal declaration of human rights in 1984. This has since been affirmed in numerous global human rights treaties, including the United Nations Educational, Scientific and Cultural Organization (UNESCO 2009) convention on Economic, Social and Cultural Rights and the convention on the elimination of all forms of discrimination against women (1981), establish an entitlement to access free compulsory primary education for all children. The right to education has long been recognized as encompassing not only access to educational provision but also the obligation to eliminate discrimination at all levels of the educational system (World Bank and UNICEF 2009).

At the World Education Forum(2000) held in Dakar Senegal, the international community reaffirmed its commitment to achieving education for all a movement

introduced 10 years earlier at Jomtien (Thailand) in 1990 and participants adopted the Dakar framework for action and identified education for all. Indeed, the framework do recognize that access to education for traditionally marginalized groups like the pastoralists, girls, indigenous populations and remote rural groups, migrants and nomadic populations are so much disadvantaged in accessing education. Thus, a rights based approach to education is imperative. Schooling that is respectful of human rights both in words and in action, in schoolbooks and the school yard is integral to the realization of quality education (Vemor-UN, 2009).

Access to education is no doubt an international agenda. It is attested by the United Nations Convention on the rights of the child (1989) which further strengthens and broadens the concept of the right to education in particular through the obligation to consider in its implementation. The conventions four core principles: non-discrimination, the best interest of the child, the right to life, survival and development of the child to, the maximum extent possible. In the same vein, the children are given lee way to express their views in all matter affecting them and for their views to be given due weight in accordance with their age and maturity.

However, access to education for all is top in the list of UN agenda but how realistic is this if some households of pastoralist in Namanga division have not sent a single child to school by 2010? The Dakar Framework for action (2002) affirmed Education for all by 2015. Governments across the world are obligated to act on that commitment. As stated by EFA (2010) reaching the marginalized, that getting all children into school will require a far stronger focus on the marginalized pastoralist. When Dakar Forum was held,

over 100 million children of primary school age were out of school. By 2007, the figure had fallen to 72 million. The bad news is that on current trends, some 56 million children would still be out of school by 2015.

As stated by EFA (2007) that across country analysis reveals complex patterns of marginalization. Some social groups face almost universal disadvantages. Pastoralists in sub-Saharan Africa are an example. In Uganda, which has made strong progress towards universal primary education, Karamajong pastoralists, average less than one year in education. This is extreme education poverty.

Access to educational opportunities is no doubt a dream of every Kenyan. As stated by Dalta (1984) that in industrial and industrializing societies, education is seen more and more as the most important channel of social mobility. This is especially true of Africa and consequently, everywhere in the continent there is a demand for equal educational opportunity for all regions and sections of society. It is evident that educational opportunities in Africa are neither equitably distributed between different regions and sections of the population, nor are they evenly utilized. The explanation of this state of affairs is partly to be sorted in history.

On attainment of political independence in 1963, the government of the republic of Kenya, households and private sector collectively endeavored to enhance the development of education in the country. This aspiration has consistently been reflected in various government documents such as National development plans, sessional papers and education commission reports (Government of Kenya 1964, 1979, 1988, 1997, 2000-2001). Most importantly is the sessional paper No. 10(1965) on African Socialism and its

application to planning. The major concern of this paper is that every Kenyan child irrespective of gender, religion, and ethnicity has the inalienable right to access basic welfare provisions including education (Orodho 2002). Since then, the Kenyan government has placed education at the center of national development. In this regard, as early as 1964; the government established Ominde Commission to chart the course of development of the sector. The commission emphasized Kenya's need for access to universal primary education. Partial implementation of this recommendation started in 1974 and covered standard 1-4.; it was extended to standard 5-6 in 1978. The initiative resulted in massive enrolment in primary schools, the gross enrolments rate GER level increased from 50% 1963 to 105.4% in 1989 (UNICEF 2007). However, the high enrolments were negatively affected by the cost sharing policy introduced in 1989 as part of the Structural Adjustment Programs (SAPs). The policy hindered many children, especially those from economically marginalized groups, from accessing primary education.

The government continued, to appoint commissions and presidential working parties to look into various issues in education and particularly into issues of access, equity and relevance. Thus, the presidential working party on education and training for the next Decade and Beyond popularly known as the Kamunge committee was set up in 1988. This committee focused on issues of access, quality, relevance, cost and the management of education services.

Access to primary education is no less marked in Kenya, where child's chance of entering primary schools depends on where he/she is brought up. Some studies have

shown that only 5 percent of the school-age population in the North-Eastern province is close to 100 percent. However, the central province accounts for 27 percent of all trained primary school teachers in the country in spite the fact that it has about 15 percent of the children in the relevant group. This regional imbalance is further complicated by rural-urban differences with the better staffed and better equipped schools generally located in urban areas.

In the Ministry of Finance and Planning (2000) revealed that 56 percent of Kenyans live on or below poverty line; 30.1 percent of children who are out of the school cite cost as the main reason for non attendance. The overall cost of education for parents include teaching and learning materials, fees, extra levies, capital development projects and other miscellaneous charges. In pastoral regions, where household and food security is precarious due to poverty, schools attendance is severely compromised. For example, in Marsabit District, if transportation problems constrain the availability of the food under World Food Program, schools are closed (World Bank and UNICEF 2001). In Turkana District, the synthesis report on education for nomads/pastoralists in Eastern Africa (Sifuna 2005) reveals that one school environment dropped from 300 to 40 pupils at the end of term because of lack of food. This means that the supply of food and water to these areas is critical for access and retention. Worse still, these areas are beset with natural calamities like drought and famine.

Educational disadvantage means the denial of equal access to educational opportunities, the tendency to have education at the first opportunity, and the hindrance of achievements by social and environmental factors. Despite the fact that there is an increasingly

standardized school system, through pupils' entitlement to the national curriculum and national system of quality assurance of schools through inspection, educational disadvantages is as much of an issue as ever. By the age of five, children are already very differently placed in terms of the extent to which they are able to benefit from primary education.

Disadvantage both limit access to educational opportunities and reduces the ability of children to benefit from the schooling that they do get. A number of contributory factors are included here. Poverty resulting from unemployment or low incomes results in stress and reduces or precludes money being spent by families on learning resources such as books, or learning opportunities such as outings and holidays.

Poverty also reduces time to access school sessions for those who are already there. It increases the need for teenagers to be paid in employment, in evenings and at weekends reducing time for homework, in some cases, during the day, causing absenteeism and at the first opportunity of leaving the education system. Parents who have lower levels of education, parenting and educating skills are less likely to have knowledge about and confidence in the education services.

1.2 Statement of the problem

The study undertakes to determine access of primary education to pastoralist of Namanga division in Kajiado County. The dependent variable of the study was access to primary education while the independent variables were household conditions, school factors, socio-cultural factors and environmental factors. It is however true to note that provision and access of education is the vehicle through which people acquire knowledge, skills,

values and attitudes. By these, they develop and appreciate their cultural values, make necessary rules, laws and obligations that ensure the survival of society. It is clear that access of education is the bedrock of society, culture civilization and a powerful tool for perpetuating socio-economic and political development (EFA 2007).

In the past the colonial authority ignored the education of the Maasai pastoralists. It viewed the Maasai romantically, with the “noble savage” attitude (Beckwith and Saitoti 1980). It did very little to help the Maasai pastoralist change by accessing education to them. They were afraid that the Maasai pastoralist would not accept a position of servitude. The Maasai were therefore not included in the colonial programme of educating native Africans to fill the position of white color or clerical positions.

To this end, educational systems from the colonial periods to the recent past (before the FPE), has been wanting in terms of accessing education to pastoralist and that inequality was not in dispute. Though the FPE has indicated a remarkable increase in enrollment in public primary schools in Kajiado County, still some school going children are not accessing primary education. The factors that influence and determine access to primary education in Kajiado County largely remains unknown.

Table 1.1 below shows that enrolment in public primary schools in Kenya grew from 6.9 Million pupils in the year 2003 to 7.4 Million in the year 2007; translating to an increase of 7.2%. The drastic increase in enrolment was as a result of the implementation of free primary education program. Table 1.2 below indicates that the enrolment in public

primary schools in Kajiado County grew significantly from 66,295 pupils in the year 2003 to 82,088 pupils in year 2007. This translates to a remarkable increase of 23.8% over a span of 5 years.

Table 1.1: National public primary school gross enrollments (2003-2007)

2003			2004			2005			2006		
Boys	Girls	Total									
3543807	3362548	6906355	3678182	3447225	7122407	3739802	3494397	7234199	3722255	3537863	7260118
2007											
Boys	Girls	Total									
3804111	3636845	7440956									

Source: EMIS, Ministry of Education

Table 1.2: Kajiado County public primary school gross enrollments (2003-2007)

2003			2004			2005			2006		
Boys	Girls	Total									
36110	30185	66295	39735	34246	73981	42390	35438	77828	42109	36904	79013
2007											
Boys	Girls	Total									
44133	37955	82088									

Source: EMIS, Ministry of Education

Table 1.3: Kiambu County public primary school gross enrollments (2003-2007)

2003			2004			2005			2006		
Boys	Girls	Total									
73586	72477	146063	75229	73489	148718	78754	72628	151381	75539	72141	147680
2007											
Boys	Girls	Total									
74252	72384	146636									

Source: EMIS, Ministry of Education

The increase was over the national average by 16.6% which stands at 7.2% over the same period of time. It is therefore evident that free primary education programme was highly effective in Kajiado County. However, the gross enrolment which is the relationship between the number of pupils enrolled at an academic level (primary) and the school eligible population for this level for a given academic year, stands at 82.3% for a period of five years translating to a 75, 841 pupils in Kajiado County. This means that 17.7% of the school eligible population is out of school, which translates to 16, 311 pupils over a period of five years in the same County.

The FPE strategy of capitation grants enabled schools to procure teaching and learning materials, which they did not have access due to previous inequalities in the public primary education, resulting to improved access of primary education. The table 1.3 above shows that enrolment in public primary schools in Kiambu County, as an example, grew from 146,063 pupils in the year 2003 to 146,636 pupils in year 2007. This translated to an increase of 0.39% over a span of 5 years. In this case, the FPE had little effect in Kiambu which is largely an agricultural area as opposed to Kajiado County which is largely a pastoralistic area.

Before the introduction of FPE in the year 2003, there were inequalities in terms of accessing education in Kajiado County. After this introduction of FPE, the inequalities were bridged and the pastoral areas enrolment increased immensely as shown in the table 1.2 above, which stands at triple the national average increase. This therefore indicates that the inequalities are real and need a formula to eradicate them completely if possible.

A County like Kiambu, which is an agricultural area, realized an increase of only 0.39% over the same period of time. The underlying argument here is that pastoralist

have to be assisted to access primary education as indicated by the provision of FPE in the year 2003. Since the FPE has proved the increase of access of education to pastoralist, the study is therefore rooted to look for solutions to make pastoralist access primary education further.

It is on this premise that none of the studies carried earlier on, specifically mentioned these influencing factors on access to primary education (household conditions, school factors, socio-cultural factors and environmental factors) and tried to suggest the way forward. This study was therefore rooted to determine the influence and the inter-relationships of these variables on access of primary education to pastoralist of Namanga division in Kajiado County.

1.3 Purpose of the study

The purpose of this study was to identify the factors influencing the access to primary education and make recommendations to the policy makers as agents of the government as well as all the education stakeholders with an aim of improving access of primary education to pastoralist of Namanga division in Kajiado County.

1.4 Objective of the study

The specific objectives of this study were;

1. To find out the influence of household conditions and the level of access of primary education to pastoralist of Namanga division.
2. To assess the educational facilities of primary public schools in Namanga division that influenced access of primary education.
3. To identify socio-cultural practices in Namanga division that affect access of primary education.

4. To find out the environmental factors that affect access of primary education to the pastoralist of Namanga division.

1.5 Research questions

The study attempted to answer the following questions.

1. What are the household conditions of parents in Namanga division?
2. How adequate are the educational facilities of primary public schools in Namanga division?
3. What are the socio-cultural practices in Namanga division that affect access to primary education?
4. What are the environmental factors that limit access of primary education to pastoralist of Namanga division Kajiado County?

1.6 Significance of the study

At the end of the study, the researcher hopes that the findings will highlight the problem of access of primary education to pastoralist of Namanga division and pastoralist in general across the republic of Kenya and even beyond.

The parents will immensely benefit from the study since they will be notified that inadequate access to education of their children. Their future is lost and that is something no parents can afford. It is hoped that through this study most parents will be energized to access education to their children at all cost. Through education, most parents want to equip their children for a successful life, and hence expect it to provide their children the knowledge, skills and confidence that will help them gain employment and achieve economic success. They seek in the education system the

reinforcement and promotion of their own beliefs. The data will be of great importance to the policy makers in the (MOEST) in educational planning and for the whole nation in realizing vision 2030. It will notify the government that due to inadequate access of education in particular region jeopardizes economic workforce and potential future wealth of those regions. It promotes social cohesion, integration and sense of national identity. The results of this study are of great importance to the UNO (United Nations Organization) through its agency UNICEF (United Nations Children's Fund) in trying to achieve EFA (Education for all) goals of 2015 in arid regions.

1.7 Limitations of the study

The study was limited by the various factors including financial and logistical constraints, vastness of the study area, insecurity in the area due to wild animals, rough terrains and inaccessibility of some areas. It was also not possible to cover the opinion of all head teachers, teachers and other stakeholders of this pastoral community because tracing them required considerable time, resources and other logistics. Thus, a sample was taken to represent the entire population in each category of respondents.

1.8 Delimitations of the study

The study confined itself to public primary schools only in Namanga division. This is because the public primary schools enjoy direct government support in the provision of government educational services. The head teachers and teachers included in the study were those in session in the respective institutions by the time of the study. This is because it was the only time when the respondents were found in their respective work stations.

1.9 Theoretical Framework

The theoretical framework for this study was derived from the systems theory. A theory is defined as a sum total of individual but inter-related (sub-systems) and is put together according to specific scheme or plan, to achieve the pre-stated objectives. A system can also be defined as deliberately designed synthetic organisms, comprised of interrelated and interacting components, which are employed to function in an integrated fashion to attain predetermined purposes. A system functions towards achieving set goals. A system has the following components

- A number of parts of the sub-systems which when put together in a specific manner form a whole system.
- They have boundaries within which they exist/operate
- They have specific goal/s
- There are close inter-relationships and interdependency amongst the various sub-systems

There are two types of systems. These are closed systems and open systems. Closed systems are self-sufficient and self-regulatory and have no interaction with the environment in which they exist. An open system is one which interacts with the environment in which it relies for essential inputs for the discharge of its system output. Social systems (e.g Organizations) are always open systems (Ayot and Patel, 1992).

A school organization is an example of an open social system. The access of primary education to pastoralists requires an open system like the above mentioned in order to solve the problem of access. The family members must be brought on board to answer

the questions of household condition which limit access to primary education. The school administrators were brought on board to answer questions on in-school factors that limit access to primary education. The A.E.O and the head teachers answered questions on cultural factors influencing access to primary education. To answer the question of access of primary education to the pastoralist is an intertwine affair which must be tackled collectively by all the stakeholders.

Open systems by their very nature impose not only matter and energy but information as well as. Input of information furnishes the system with signals about the environmental factors, in-school factors, socio cultural factors and environmental factors that must accept access to primary education. Accessing primary education to the pastoralist require different parts in the system. It requires Head teachers, Teachers, A.E.O, Pupils and Parents. Accessing education cannot be done without either of the above.

1.10 Conceptual framework

The conceptual framework was to illustrate how the various independent variables of household conditions, educational facilities, social cultural practices and environmental factors influence the dependent variable of access to primary education. Fig.1.1 illustrates the independent variables of household conditions, educational facilities, socio-cultural practices and environmental factors as agents that affect access to primary education and consequently enhanced access of primary education to pastoralists.

The household conditions impact access in that if household conditions were favorable for the learners of that household so is the access to the learners of that

household and vice versa. The educational facilities of each school determine to a large extent the access of education of that particular locality. If the educational facilities are adequate, then access of education will therefore be promoted. Socio-cultural practices of the area impact negatively to provision of education. Such like factors limit access and hence the study was rooted to get answers so as to enhance access to education against such odd predicaments. The environmental factors are natural phenomena that impact either negatively or positively to access of primary education. During the rainy seasons, pastoralists settle down in their permanent homes and educational programs run normal but during drought and famine times, the educational programs were severely affected by the livestock movements and hence access of education becomes minimal.

CONCEPTUAL FRAMEWORK

INDEPENDENT VARIABLES DEPENDENT VARIABLES

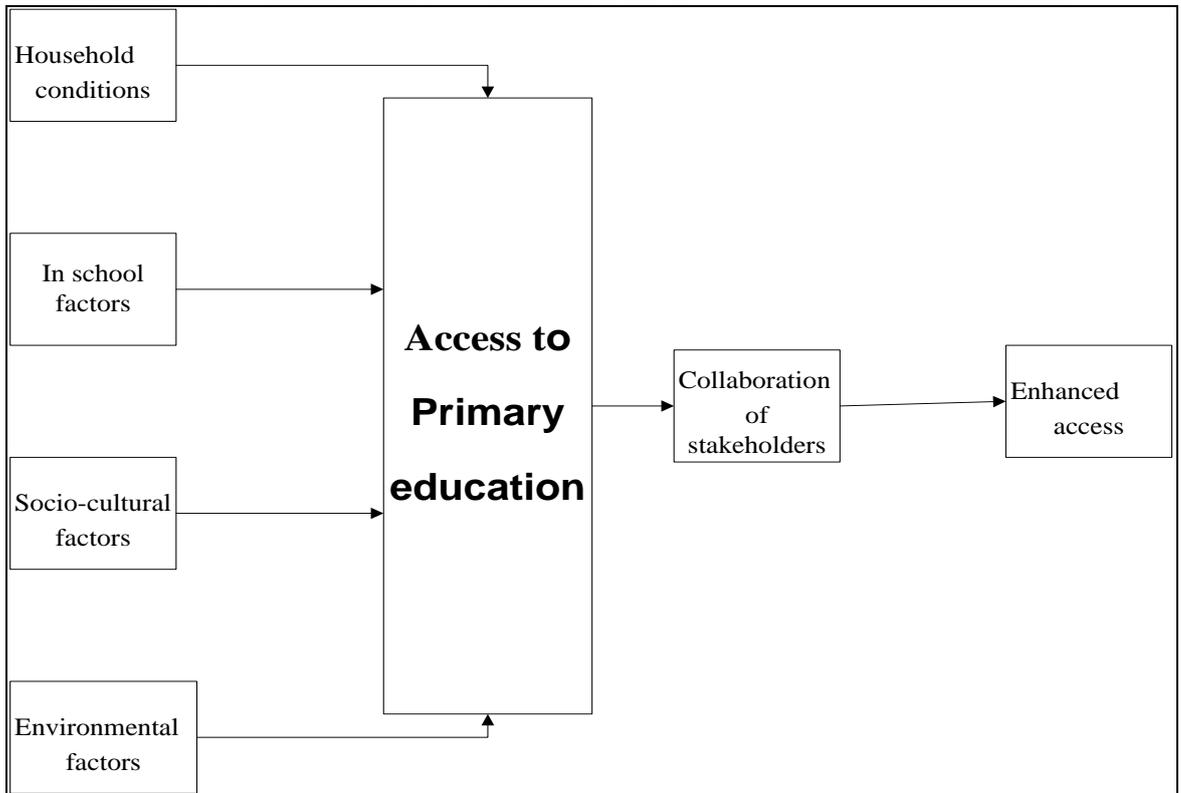


Fig 1.1: Conceptual framework on factors affecting access to primary education in Namanga division. Source: Researcher 2012

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter aimed at providing literature related to access of primary education. It tried to bridge the gap between the current study and the view proposed by different authors that are related to the same.

2.1 Factors influencing access to primary education

Education disadvantaged means the denial of equal access to educational opportunities; tendency to have education at the first opportunity and the hindrance of achievement by social and environmental factors. As stated by Datta (1984), that despite the fact that there is an increasingly standardized school system through pupil's entitlement to the national curriculum and national system. Through inspections, educational disadvantages are as much of an issue as ever. He further noted that by the age of five, children are able to benefit from primary education.

Disadvantage both limit access to educational opportunities and reduces the ability of children to benefit from the schooling that they do get. A number of contributory factors are included here.

2.2 Effects of household conditions on access of education

Poverty resulting from unemployment or low incomes in various households results in stress and reduces or precludes money being spent by families on learning resources such as books, or learning opportunities such as outings and holidays. Poverty also increases the need for teenagers to be paid in employment in evenings; and at weekends, reducing time for homework: in some cases, during the day, causing absenteeism and at the end first opportunity of leaving the education system.

Parents who are more likely to have lower levels of education; parenting and educating skills are less likely to have knowledge about and confidence in the education service. Universal primary education (UPE 2010) states that the role of primary education is reducing poverty and income inequality in even more strongly established than is its contribution to overall economic growth. Illiteracy is one of the strongest predictors to poverty and unequal access to educational opportunities and is one of the strongest correlates of income inequality. Large bodies of research points to the catalytic role of primary education, the people's assets (Connel and Birdsall 2001) for those individual in society who are most likely to be poor are girls, ethnic minorities, orphans, people with disabilities and people living in rural areas. Accessing adequate quality, primary education to those vulnerable groups is crucial and to equip them to contribute to benefit from economic growth (National Action Plan for EFA-MOEST 2003).

Poverty itself is a strong constraint on opportunities for education, fuelling the transition of disadvantage across generations. Ogeno (2008) tried to justify the need to visualize education as a lifelong process that should be treated as a fundamentally human and therefore a human right. The attributes of humanity are so significant in evolving peaceful and progressive human society. It is important to note that the more one gets proper education the more human one becomes in the process of humanization in which "what is human in us" is education. The failure to do so can lead to what one might call mis-education or non-education.

The pastoralist, particularly the Maasai of Kajiado County never accessed education as early as in colonial times. Saitoti and Beckwith (1980) stated that in the past, the colonial authority ignored the education of the Maasai. It did very little to help the

Maasai access education and change. They were being afraid that the Maasai would not accept a position of servitude. The Maasai were therefore not included in the colonial program of educating native Africans to fill white collar or clerical position. In general, the colonial authority which new the importance of education did not want to educate the Maasai and the Maasai on the other hand understood neither the value of western education nor inevitable changes to come. However, the Maasai do not yet have all the weapons necessary to confront the modern world. They must have education to enable them to fit into a money economy.

2.3 Educational facilities in relation to access of primary education

Only about three quarter of primary school age children have access to education at this level and of these less than 50% complete the cycle (UNICEF 2000). In spite of governmental and parental commitment to keeping the children in school a large number are still out of school. There are overriding reasons why they either do not enroll or are forced out of school at early stage. These include high poverty levels among the rural and urban slum dwellers, geographical and disparities a lag between population growth and expansion of education facilities and increase in HIV/AIDS orphans. In order to achieve EFA goals with respect to increased access retention and completion rates, the government will encourage and support institutions offering education outside the formal systems including non-formal education (NFE) and to introduce and mainstream alternative forms of provision of basic education, particularly in ASAL districts and informal settlement.

A study by Sifuna (2005) shows how the provision of education facilities in Kenya since the colonial era has been skewed in favor of densely populated agricultural communities. It required interventions to redress the resultant imbalances such as the

schools fees waivers, free primary education, the construction of boarding schools and school feeding programmes. These measures are shown to have had little impact on increasing accessibility and participation of pastoral communities in primary education for they have usually been introduced without serious consideration of the prevailing socio-economic conditions. It is proposed here that for their future development, the government needs to articulate clear policies and involve such communities in planning as well as incorporate elements of their existing traditional education institutions.

EFA (2010), states that the high cost of education to the parents has been a major cause of low access, retention and participation rate in the primary school sub-sector. (UNICEF 2000) clearly states that the level of primary school provision must be consistent with the number of children entitled to receive it. All learning environments must be both physically and economically accessible to every child including the most marginalized. It is important to recognize that a school that is accessible to one child may be inaccessible to another. Schools must be within safe physical reach or accessible through technology for example access to a distance learning programme. They must also be affordable to all. (UNICEF 2003) states that every child has an equal right to attend school.

Making school accessible and available is an important first step in fulfilling this rightful not sufficient to ensure its realization. Equality of opportunity can only be achieved by removing barriers in the community and in school. Even where schools exist, economic, social and cultural factors-including gender, disability, AIDS, household poverty, ethnicity, minority status, orphan hood, and child labor often interlink to keep children out of school. Governments have obligations to develop

legislations, policies and support services to remove barriers in the family and community that impede children access to school.

In the International Review of Education (2005: 502), Sifuna states that the free primary education intervention of the early 1970s and the recent similar intervention by the National Rainbow Coalition (NARC) government of 2003, the boarding school initiative and the school feeding programme over the late 1970s have been subjected to critical examination. The underlying assumption guiding conditions of pastoralist communities did not embrace change. During the colonial era, there was a call for a fundamentally different approach to formal education provision than what can occur with such provision in pastoralist areas.

Education intervention for pastoralist communities requires a proper understanding of the social and economic factors which directly affect these communities. The tendency, hitherto, has been to view improved education provision largely in terms of providing more schools, providing free primary education and constructing boarding schools.

The (G.O.K 2005) states that first and foremost, states invest in the infrastructure to create learning environments and opportunities for the education of every child. Provision of schools, teachers, books and equipment is a fundamental prerequisite of education; but if the right of every child is realized that provision needs to be sufficiently flexible and inclusive to address the learning needs of all children. It also needs to be sensitive to and respectful of the different circumstances of children. Particularly the most marginalized. This will necessitate action to remove the multiple barriers that impede children's access to education.

2.4 Influence of socio-cultural practices on access to education

As stated by EFA (2010) governments across the world constantly reaffirm their commitment to equal opportunity in education. Under international human rights conventions, they are obligated to act on that commitment. Marginalization for education faces the prospects of diminished life changes in many other areas, including employment, health and participation in the political process that affect their lives. Moreover, restricting opportunity in education is one of the most powerful mechanisms for transmitting poverty across generations.

As stated by (Mbulwa 1991) that schooling or access to educational opportunities is one way of promoting overall equality in society by providing social mobility of its recipients based on merit or credential attained. In Kenya, the economic value of education to an individual and his/her family is fostered by a firm public belief that equalization of education or educational achievements leads to equalizations of earnings.

As suggested by (UPE 2010) that children from poor households, rural areas, slums and other disadvantaged groups face major obstacles in access to a good quality education, while children from the wealthiest 20% of households, have already achieved universal primary school attendance in most countries, those from the poorest 20% have a long way to go.

As stated by Hodgson (1995) that despite more than 80 years of development the pastoral Maasai are still viewed as culturally conservative, stubbornly persistent in their pursuit of pastoralism and rejection of farming sedentarization, education and other modern ways of being. Pastoralism is performed concurrently with the same schooling hours. As noted by Uhuru newspaper (1997:1) that working children are

denied their basic rights and are subjected to all sorts of changes as a result of working at young age. All children have a right to life, protection, education and development. Universal primary education fix ambitious long term goals supported by realistic planning and sufficient medium to long term budgetary allocation to ensure progress in access, participation and completion in primary education. Raise quality while expanding access by focusing on smooth progression through school and better learning outcomes, increasing textbooks supply and quality, strengthening teacher training, and support and ensuring that class sizes are conducive to learning.

The universal primary education goal number two states that by 2015 all children particularly girls, children in difficult circumstances and those belonging to ethnic minorities have access to and complete free and compulsory primary education of good quality. Out of school numbers and dropping from primary school age children, but getting all children into school will require a far stronger focus on the marginalized. When the Dakar forum was held over 100 million children of primary school age were out of school.

By 2007, the figure had fallen to 72 million. This headline figures bears testimony to national governments efforts. The bad news is that on current trends some 56 million children could still be out of school by 2015. Changing the scenario will require a far stronger commitment by governments to reach girls and other marginalized groups.

2.5 Environmental factors that influence access to education

Pastoralism demands human labour and in pastoral community the cheapest source of human labor is the child. As noted by Holland (1996) the use of children is the problem of tradition coupled with ignorance and misconception in that the parents do not understand why a child should go to school instead of looking after the cattle.

Moreover, looking after the cattle brings quicker returns than the prolonged educational investment. This becomes more to them since primary education is hardly geared to local needs of the nomadic life, the problem of apathy and un-readiness to change quickly. Lastly, there is the Moranism which tend to distract children from school.

Getting children into primary school is just a first step. Universal primary education involves entering school at an appropriate age and progressing through the system and completing a full cycle. Unfortunately, millions of children enter school late, drop out early and never complete a full cycle. More integrated approaches to monitoring are required to measure the real state of progress towards universal primary education.

Out of school adolescents are often overlooked. Monitoring progress towards international development goals in access of education focus: on the primary school age group. The situation of adolescents has been subjected to less scrutiny. There are some 71 million children of lower secondary school age currently out of school (EFA 2009). Many have not completed a full primary cycle and face the prospects of social and economic marginalization. Counting adolescents doubles the global headline figure for out of school children.

Compared with the 1990s, the first decade of the 21st century has been one rapid progress towards universal primary education. Out of school numbers are falling and more children are completing primary school yet the share size of the out-of-school population remain an indictment of national governments and the entire national community. Denying children an opportunity to put even a first step on the education ladder set them on a course for a lifetime disadvantage. It violates their basic human

rights to an education. It also wastes a precious national resource and potential driver of economic growth and poverty reduction.

Getting children into school is just one of the stepping stones towards universal primary education. As many children will drop out before completing the primary cycle as currently out of school. The critical challenge is not getting into children but ensuring that once there they complete a good quality education. Universal primary education can easily be identified after the event. It exists when almost all primary school children graduate at roughly the official age. Measuring progress towards this goal is more challenging. No single indicator provides the complete picture but combination of measurers can help cast light on different parts of a complicated overall picture. There is clear evidence on school enrolment and completion across the world, but they are narrow on certain indicators that may be leading to under estimation of the distance travelled to access universal primary education (G.O.K 2004) poverty and child labor.

Education as a human right is declared from the UN perspective should not merely be interpreted as opening opportunity in formal setting called schools but rather it should focus and ensure that the human quality is enhance. The more one is critically aware, the more one comes to seek reality in this. The certitude, the stability or psychological balance of a person is strongly linked with the positivity of a person that recuperates the past and the tradition for his new life that is vibrating.

Access to education is clearly a social imperative that must be taken seriously as stated by Shaw(2002) he reminded educators to broaden their theoretical base and pay attention to the wider social network and the role education plays in providing students with the critical awareness and skills they need to become active creators of

change, especially in responding to global issues, she urges educators to visit the work of John Dewey and ask the question “what is the purpose of education in our society?” as noted by MOEST (2003) that many areas in Kenya particularly in the north eastern part of the country falls under the harsh climatic regimes where frequent extended drought results to famine and migration of people. Whenever such hazards occur, education of children is not only disrupted but community resources for education are completely destroyed.

As stated by MOEST (2007) that Kenya basic education programme continues to face many challenges. The problem of illiteracy has been reduced significantly despite the effort that has been made. It is aggravated by the influx of illiterate adolescence who for various reasons not get access to education continues to join the rank of illiterate adults.

The phenomenon of wastage as a result of dropping out at the primary schools remains a big challenge. Early drop outs in particular eventually replace into illiteracy thus frustrating the national EFA efforts. (G.O.K 2003) in virtually all the urban centers, the number of children on the streets is increasing with all its social implications. Together with those of the disadvantaged nomadic pastoralist, the children in especially difficult circumstances are a great challenge to the government effort in accessing basic education for all.

2.6 Summary

From the literature review, the international community through EFA, education for all, at various convention advocated strongly on access of education and particularly at primary level. As stated by EFA (2010) that the high cost of education to the parents have been the major cause of low access, retention and participation in the

primary school sub-sector. It is also noted by (UNICEF, 2003) that every child has an equal right to attend school. Making school accessible and available is an important first step in fulfilling this right but not sufficient to ensure its realization. All the EFA arguments; stressed strongly on access of compulsory primary education in general. The access gap here is reviewed with reference to the pastoralist of Namanga division in terms of their household conditions, availability of school education facilities, socio-cultural practices and environmental factors. The EFA goals have failed to address the above in order to ease access of primary education and particularly to pastoralists.

A study by Sifuna (2005) shows how the educational facilities in Kenya since the colonial era have been skewed in favor of densely populated agricultural communities. He failed to bring out the needful approach to bridge the imbalance on access to the pastoral community. The study intends to bridge gap this by involving stakeholders in the pastoral community to suggest the way forward in order to accesses primary education to all eligible learners.

From the studied literature (EFA, 2010) states that having the opportunity for meaningful education is a basic human right. It is also a condition for advancing social justice. People who are left behind in education face prospects of diminished life chances in many other areas, including employment, health and participation in the political process that affect their lives. It has failed to bring out and offer remedy to socio-cultural practices that affect negatively access to primary education to pastoralists. The study hopes to bridge the gap.

Over and above, all the literature on access is discussed at international and national levels. None thought of access to primary education at a lower level like the division

and hence the gap. Basing on this therefore, this study investigated the access to primary education to pastoralists. A case study of Namanga division in Kajiado County

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents the research design, target population, sampling technique and sampling size, research instruments, data collection techniques, logistical and ethical considerations, and data analysis techniques.

3.1 Research design

Descriptive survey design was adopted to guide the study. It was appropriate because it aimed at gathering facts, knowledge, opinion and attitudes about other people; events or procedures (Gay, 2007). The study design was in agreement with the views of Orodho (2004) and those of Lokesh (1984) who contended that descriptive research that were designed to obtain pertinent and precise information concerning the current status of phenomena and whenever possible to draw valid conclusions from the facts discovered. It was an efficient method of collecting, descriptive data regarding the characteristics of the population and current practices, conditions and means. Survey design was used to explain or explore existing status of two or more variables at a given point in time (Mugenda and Mugenda, 1999).

The descriptive survey design was deemed appropriate for this study, which aimed to investigate primary education to pastoralists in Namanga division of Kajiado County. The design enable the description of household conditions, school education facilities and socio-cultural, practices and environmental factors that existed and the opinion of all the stakeholders.

3.2 Location of the study areas

Kajiado County is located between 36° 10'' and 37° 55'' east longitude and 3° 10'' south latitude. It covers an area of 22,106 km². The county is administratively divided into ten divisions namely; Central, Mashuro, Ngong, Isinya, Kitengela, Magadi, Rombo, Loitokitok, Ewuaso and Namanga. There are two local authorities in the county which are Ol kejuado county council and Kajiado town council. The Ol kejuado county council jurisdiction coincided with that of Kajiado County except for the second authority namely Kajiado town council. The Namanga division has common borders with Tanzania, to the south, Loitokitok to the south east, and central division to the north and Mashuru division to the north east.

The selection of the division was based on the fact that Kajiado County is an ASAL region with little access of children to education in the pastoral community of the area. It was therefore that these factors were explored and studied.

3.3 Target population

The target population of this study was 273 teachers from 39 primary schools in the division and 39 head teachers from the 39 schools in the whole division.

3.4 Sampling Techniques and sample size

A sample of 51.3% of the 39 primary schools in the division, were selected for the study. There were 100% public schools in the division, which the sample represent 51.3%. Gay, 1981, pointed that a sample of 10% of the population is considered minimum for small population. The 51.3 % is therefore justified. The simple random sampling technique was used to get the 20 schools in all the 39 schools. All the names of the 39 schools in the division was written in a piece of paper, folded, put into a tin, shaken well and drawn (Peilm, 1982). The 20 drawn schools therefore represented the

whole population. As stated by Kerlinger (1973) that a sample drawn at random is unbiased in the sense that all individuals in the defined population have an equal chance of being selected from the population. The technique was preferred since it was the best single way to obtain a representative sample (Good, 1963). In the sampled school, automatically the head teachers were included in the sample.

For the 5 teachers per school, simple random sampling technique was used. According to the number of the teachers in the school, the papers were folded and only 5 were written yes. They were then put in a box, shaken well and each teacher picked one. Anyone who picked yes was included in the sample. This criterion helped get the 100 teachers that were sampled in the 20 primary schools. This represented 36.6% of all the teachers. It was the best single way to obtain a representative sample (Good, 1963). According to Peilm, 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 purposeful sampling saves time, money and is easy to manage. Mugenda and Mugenda (1999) states that purposive sampling is a technique that allows a researcher to use cases that have the required information with respect to the objectives of the study.

It is further noted by Mugenda and Mugenda (1999) that random sampling involves giving a number to every subject or member of the accessible population, placing the numbers in a container and then picking any number at random. The subjects corresponding to the numbers picked are included in the sample.

3.5 Research instrument

The research instruments used in the data collection were Questionnaires and interview schedule.

3.5.1 Questionnaires

The collection of data in this study was done by personal administration of the questionnaires. As stated by Mbwesa (2006), that the researcher can collect all the completed responses within a short period of time. It was also important that any clarification that the respondent might have regarding the question can be made on the spot. It was also important since administering questionnaire to a large number of individuals simultaneously was less expensive and less time consuming. The researcher also had the opportunity to introduce the research topic and motivate subjects to respond honestly.

3.5.2 Questionnaires for head teachers and teachers

Questionnaires were considered ideal for collecting quick data from head teachers and teachers. For the head teachers, the questionnaires were divided into two parts. Part A contained school and personal background information while part B contained information that influenced access of primary education to pastoralists and that are best answered by the head teacher. This was in line with attaining the study objectives.

The teachers' questionnaires had two parts also. Part A contained general information about the teacher. Part B was to elicit information about access to primary education to pastoralists. As stated by Gall (1996) that questionnaires are appropriate for research studies since they collect information that is not directly observable. They also have the advantage of being less costly and using less time as methods of data collection.

On the two categories of questionnaires mentioned, open and closed ended questions were used. In this study, therefore, each questionnaire item, tries to address specific

objective in the research question of the study. As stated by Mugenda and Mugenda, (1999), that each item in the questionnaire is developed to address specific objective research question or hypothesis of the study.

3.5.3 Interview schedule for the Assistant Education Officer (AEO)

An interview schedule was conducted to the assistant education officer (AEO), Namanga Division to give more insights regarding the issues of access of primary education in the division. Interview has been preferred as a device for data collection because it is a social encounter and respondents are more willing to respond in a socially acceptable or desirable way and more willing to talk than write (Best and Khan, 1993). Interview is an effective method when the researcher understands the perceptions of the participants or learns the meanings they attach to certain phenomena or events (Berg, 1989). Interview gives a higher response rate in a natural setting and the researcher can probe respondents to express their views freely and openly.

3.6 Piloting of the study

Before collection of data, the researcher had to carry out a pilot study in one of the school. A head teacher and a teacher from a randomly selected school were picked to fill out the questionnaires. These was not included in the main study sample, piloting helped to determine the validity and reliability of the research instruments. Any weakness that was noted was corrected. Piloting also helped the researcher to determine whether the respondents had understood the questions.

3.7 Validity

The validity of the instrument represents the degree to which a test measures what it purports to measure. The research instruments were validated through the application of content validity procedures. This is a judgment made better by a group of professionals (Tylor 1971). In this connection the researcher established content validity by seeking independent judgment from supervisors while developing and revising the research instruments.

3.8 Reliability

Reliability refers to the internal consistency or the stability of the measuring device. An instrument is reliable if it can measure a variable accurately and consistently and obtains the same results under the same conditions over a period of time (Nachamias 1996). The instruments were tested for reliability to the specific situation. The coefficient of stability method of assessing reliability of the questionnaire was involved in administering the same instrument twice to the same group of subjects. There was a two weeks lapse between the first one and the second one. From the two administrations, Spearman rank order correction coefficient in order to establish the extent to which the contents of the questionnaire were consistent in eliciting the same responses.

3.9 Data collection procedure

In the study area the researcher visited all the primary schools and made arrangements with the head teachers on the appropriate time to administer the questionnaire to teachers, and the head teacher. The questionnaires were administered by the researcher and covered two to three schools in a day in the morning and mid-morning hours. A motorcycle was used to travel between the schools. This took two weeks.

However, all the research instruments were duly filled and ready for data coding before analyzing the collected data.

3.10 Logistical and ethical consideration

The researcher obtained a research permit from the ministry of education prior to the data collection day. The researcher got permission from the District commissioner, District Education officer-Kajiado and Head teachers of the individual schools before the actual day. Ethical considerations such as confidentiality and informed consent are to be adhered to. All the respondents consented. The researcher explained to the respondents the purpose of the study and assured them that the data to be collected was solely for research purposes and that such information would not be disclosed to any other person due to confidentiality.

3.11 Data analysis plan

Data that was collected, coded and entered in the statistical package for social sciences (SPSS) Chi-square in Pearson product moment Bivariate was utilized to explore relationships among variables of interest. Data was summarized using tables and line graphs. All the analysis was carried out using the SPSS packages. Objective one was achieved through descriptive analyses,

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter presents data analysis and discussions of the study findings on access to primary education to the pastrolists, a case of Namanga division, Kajiado County. The analysis is based on research questions and objectives as identified in the study and then analyzed using SPSS version 16. The results have been presented in form of tables, charts and graphs.

4.2 Socio demographic characteristics of teachers in Namanga division

4.2.1 Age of the teachers in Namanga division

Table 4.1 Age of the teachers in Namanga division

Age of the teachers	Frequency	Percent
<20 years	9	9
21-35years	60	60
36-50 years	24	24
51 years and above	7	7
Total	100	100

Majority (60%) of the teachers in Namanga division were aged between 21 and 35 years, 24% of the teachers were aged between 36-50years, 9% were less than 20 year while 7% were 51 years and above (Table 4.1). This implies that majority of the teachers are young and energetic and are equipped with the recent knowledge that they have acquired through training.

4.2.2 Gender of teachers in Namanga division

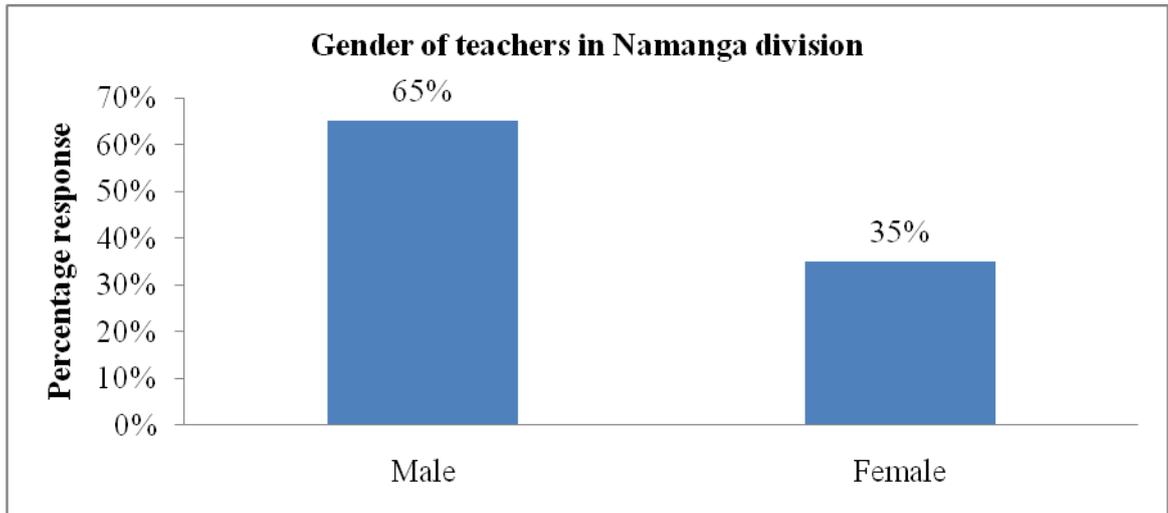


Figure4.1: Gender of the teachers in Namanga division

Majority (65%) of the teachers in the division were males with females forming 35% of the teachers in Namanga division (Figure 4.1). This implies that among the teachers there is increased access to higher education with more than a third being females in the County.

4.2.3 Years of experience by teachers in Namanga division

Table 4.2 Teachers' years of training in Namanga division

Years of experience	Frequency	Percent
Less than 10 years	18	18
11-20 years	63	63
21-30 years	14	14
30 years and above	5	5
Total	100	100

Majority (63%) of the teachers in the division had taught between 11 and 20 years, 18% had less than 10 years of teaching experience, 14% were had between 21 and 30 years of experience while only 5% had over 30years and above of teaching experience (Table 4.2).

4.2.4 Education levels of the teachers in Namanga division

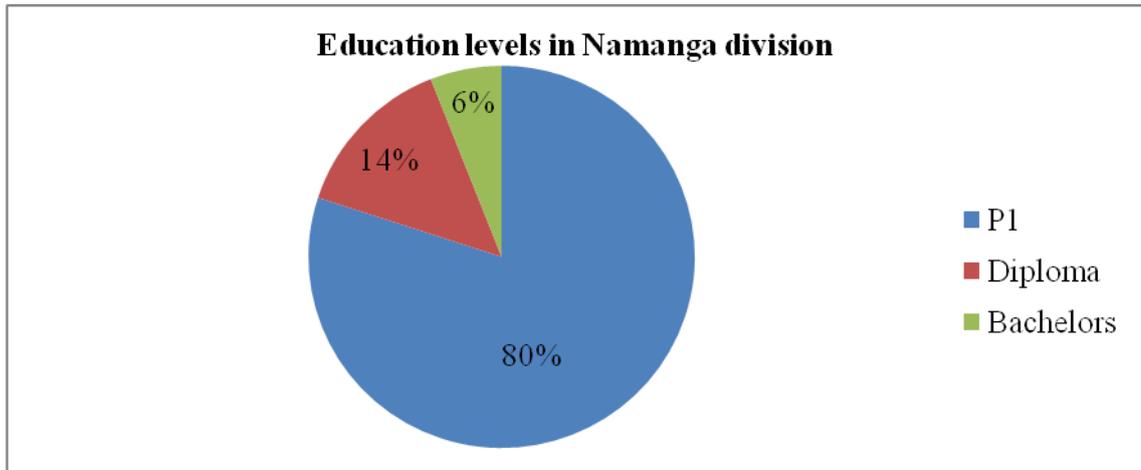


Figure 4.2 Teachers' education levels in Namanga division

Majority (80%) of the teachers in Namanga division are P1 teachers, 14% are diploma qualified while 6% had Bachelors degree (Figure 4.2). This implies that the teachers are qualified to teach the pupils in Namanga division.

4.2.5 Home County of teachers in Namanga division

Table 4.3 Home County of teachers in Namanga division

Home County	Frequency	Percent
Kajiado	85	85
Other counties	15	15
Total	100	100

Majority (85%) of the teachers are from the same division with 15% coming from other divisions (Table 4.3).

4.3 Household conditions of parents in Namanga division as reported by the teachers

4.3.1 Staple food of most of learners in Namanga division as reported by the teachers

Table 4.4: Staple food of learners in Namanga division reported by the teachers

	Frequency	Percent
Milk and Ugali	85	85
milk only	6	6
Ugali and vegetables	7	7
Maize	1	1
Porridge	1	1
Total	100	100

Majority of the respondents (85%) identified Milk and Ugali as the staple food of most learners in Namanga division. Ugali and vegetables formed 7% of all learners' staple food while milk only was a source of food to 6% of the learners (Table 4.4). Milk and Ugali is not a balanced diet which depicts the economic levels and knowledge levels of the parents. This could also correspond to knowledge about access of primary education not only to themselves but to the learners too. Omiti and Nyanaba (2007) notes that nutrition is an essential foundation for poverty alleviation and also for meeting Millennium Development Goals (MDGs) related to improved education, gender equality, child mortality, maternal health and disease.

4.3.2 Type of house for majority of learners in Namanga division as reported by the teachers

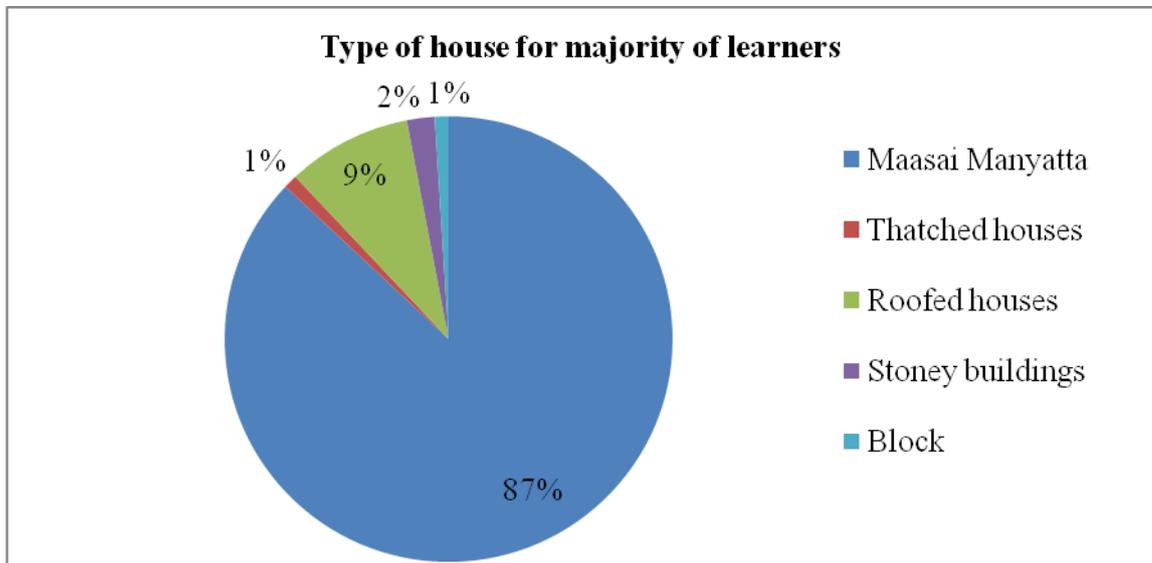


Figure 4.3: Types of houses for majority of learners as reported by the teachers

The results of this study indicate that majority (85%) of the learners live in Maasai Manyattas as their type of house, about 10% live in roofed houses, 2.5% in thatched houses while 1.7% live in stoney buildings. Only less than 1% of the learners live in block houses (Figure 4.3). This indicates that since the structure of Manyatta which is a one room mud walled structure and with inadequate space for learning, it is therefore not ideal for proper learning, thus limiting continued learning process at homes.

4.3.3 Lighting system in the living houses for the learners as reported by the teachers

Table 4.5: Lighting systems for learners in Namanga division as reported by the teachers

Sources of energy	Frequency	Percent
Firewood	16	16
Koroboi-lantern	77	77
Hurricane	4	4
Electricity	2	2
Solar	1	1
Total	100	100

Majority (77 %) of the learners in Namanga division use lantern (Koroboi) as the primary source of light in their households, 15% of the learners use firewood as a source of light, 4% use Hurricane lamp and 2% of the learners use electricity as a source of light. Only 1% of the learners use solar energy as a source of energy to light their houses (Table 4.5). This implies that the source of light to serve the house as well as to provide light for the learners is quite limited and not conducive for learning. This limits the learners from accessing education at home. This means that learning ends at school.

4.2.4 Economic activity of learners' parents as reported by the teachers

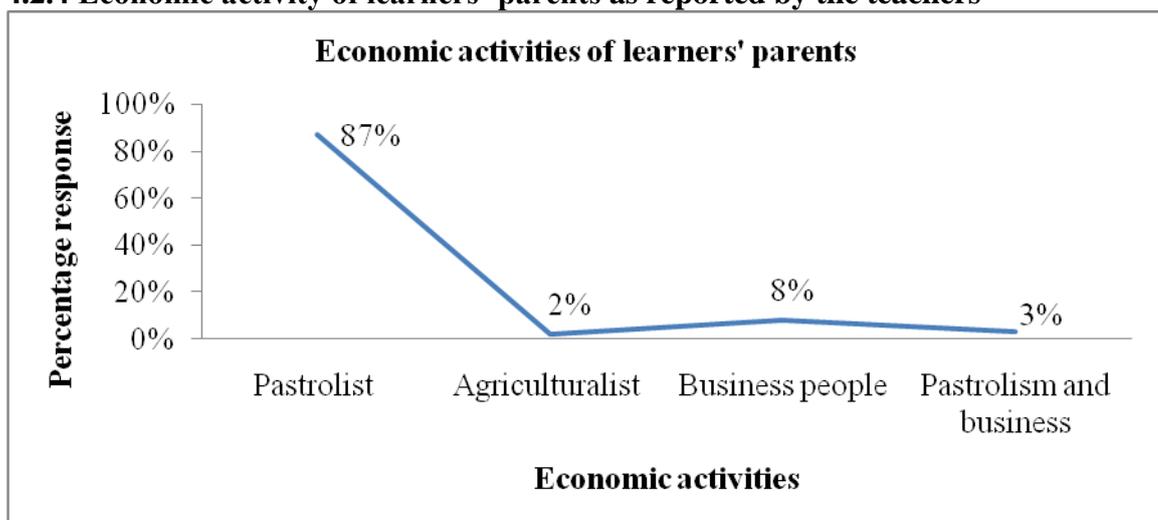


Figure 4.4: Economic activities of learners' parents as reported by the teachers

Majority (87%) of the learners' parents' economic activities is pastoralism (Figure 4.4). They keep cows, sheep, goats and donkeys (Table 4.6) those who are involved in business forms 8.3% of the parents with those involved in agriculture as an economic activity forming 3.3%. However, some of the parents are involve in both pastoralism as well as business forming 2.5% of the whole parents' population. This implies that since pastoralism is the major economic activity for the families, at some point the learners are held up back at home looking after the livestock mostly during drought periods hence limiting access to primary education. According to Saverio 2001, pastoralists have failed in terms of school enrolment, attendance, and performance in class, higher education and gender balance. The government of Kenya however, argues that Kenya's pastoralist and nomadic communities, who are predominant in ASALs, have not benefited fully from education provision primarily because of their lifestyle that necessitates mobility as pastoralists.

4.3.5 Animals kept by pupils' parents as reported by the teachers

Table 4.6: Livestock kept by learners' parents as reported by the teachers

Animals kept	Frequency	Percent
Cows	6	6
Donkeys	1	1
Cows, sheep, goats and donkeys	92	92
Not applicable	1	1
Total	100	100

Majority (92%) of the parents possess cows, sheep, goats and donkeys, 6% possessed cows only, 1% possessed donkeys while 1 % did not possess any of the livestock (Table 4.6)

4.4 Adequacy of educational facilities of public primary schools in Namanga division as reported by the head teachers

4.4.1 Type of school in Namanga division as reported by the head teachers

Table 4.7: Types of schools in Namanga division as reported by the head teachers

Type of schools	Frequency	Percent
Mixed day	18	90
Mix boarding	2	10
Total	100	100

Majority (90%) of the learners, attend mixed day schools with 10% attending mixed boarding schools (Table 4.7). This means that they go to school in the morning and go back to their respective homes in the evening. The learning conditions at school and homes are not favorable meaning that the learners do not extend learning past the schools hence limiting access to primary education. Moreover, the in and out of school in days schools decreases teacher-learner contact hence limiting access as compared to boarding schools. According to GOK (2010), there has been a major backlog of infrastructure provision and a shortage of permanent classrooms, particularly in poor communities where at the same time, existing infrastructures are generally in poor conditions due to lack of investment capital, poor construction standards and inadequate maintenance.

4.4.2 Location of school in Namanga division as reported by the head teachers

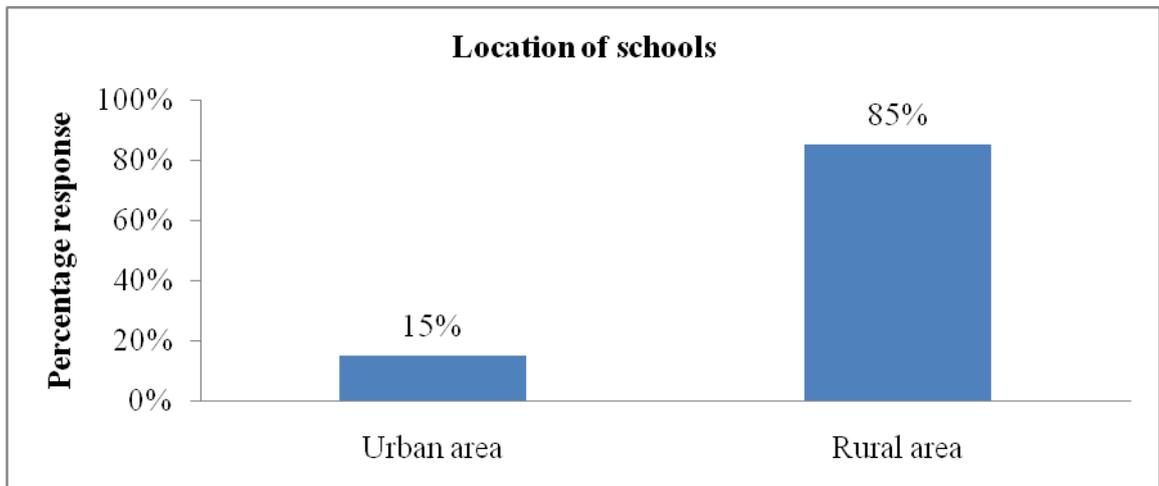


Figure 4.5: Location of schools in Namanga division as reported by the head teachers

Majority (85%) of the schools are located in the rural areas with 15% of the schools situated in the urban areas (Figure 4.5). By the virtue of these schools being in the rural areas, it implies that the learners' access to primary education is highly interfered with due to the many challenges associated with the rural areas. These includes the distances from schools, the rugged terrains, the interferences brought about by cultural practices such as child labour (looking after livestock during school hours) and shortage of teachers due to most of the rural areas especially in Namanga being in hardship areas (ASAL) According to GoK (2010) many children in ASALs are out of school due to lack of schools within walking distance.

4.4.3 Type of school in Namanga division as reported by the head teachers

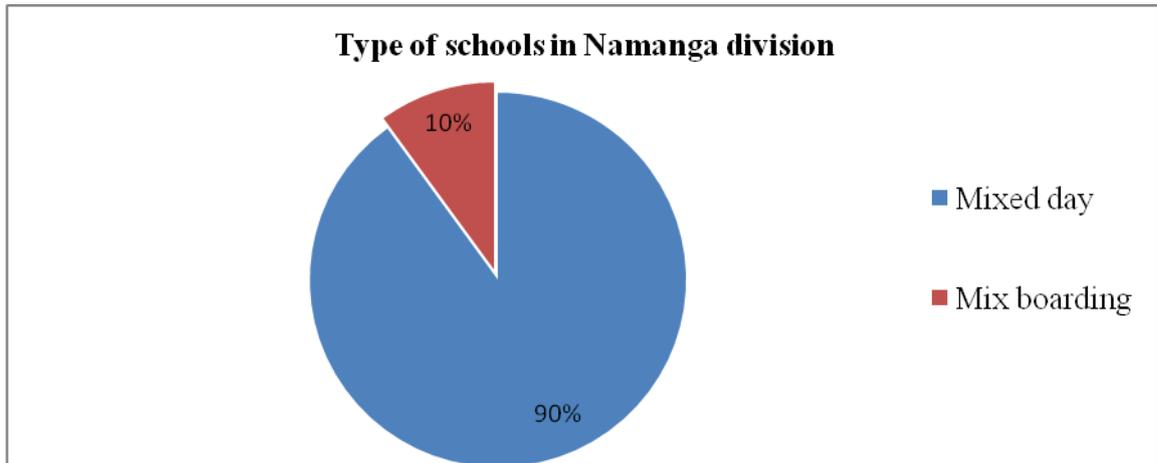


Figure 4.6 types of schools in Namanga division

Majority (90%) of the schools in the division are mixed day meaning that the learners go to school every morning and go back home every evening. Only 10% of the schools in the division are mixed boarding (Figure 4.6). This implies that there is a reduced teachers to children contact due to the in and out of the school for day schools as compare to boarding schools.

4.4.4 Lunch provision for schools in Namanga division as reported by the head teachers

Table 4.8 Lunch provision for schools in Namanga division

	Frequency	Percent
Yes	13	65
No	7	35
Total	20	100

There was a significant relationship between accessibility to primary education and provision of lunch in schools ($X^2=7.179$, $P=0.007$). An increase in lunch provision leads to an increase in access to primary education in the division. Majority (65%) of the schools in the division provide lunch for the learners with 35% of the schools in

the division not providing learners' with lunch (Table 4.8). This is an indication that majority of the learners come from poor families that cannot afford packed lunch for the learners. The implication is that with majority of the schools being poor, education becomes least in the list of priorities and this affects access to primary education.

4.4.5 Lunch providers in Namanga division as reported by the head teachers

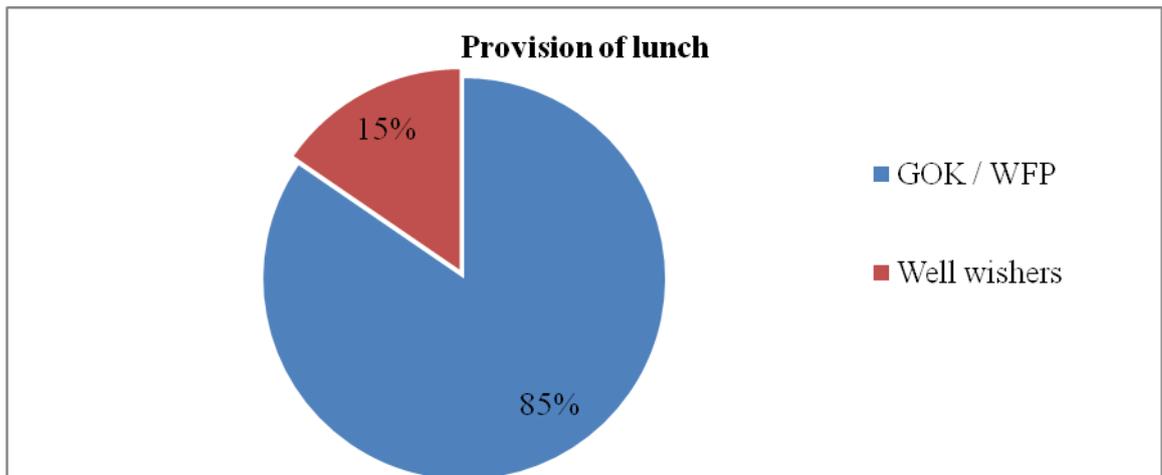


Figure 4.7: Provision of lunch in schools

Majority (85%) of the funds for the lunch provision comes from the government of Kenya under the funding of World Food Programme (WFP), an initiative for promoting primary education in the hardship areas such as (ASAL) (Figure 4.7). The well wishers contribute about 15% of the funds used for lunch provision.

4.4.6 Cases of learners lacking writing materials in schools in Namanga division as reported by the head teachers

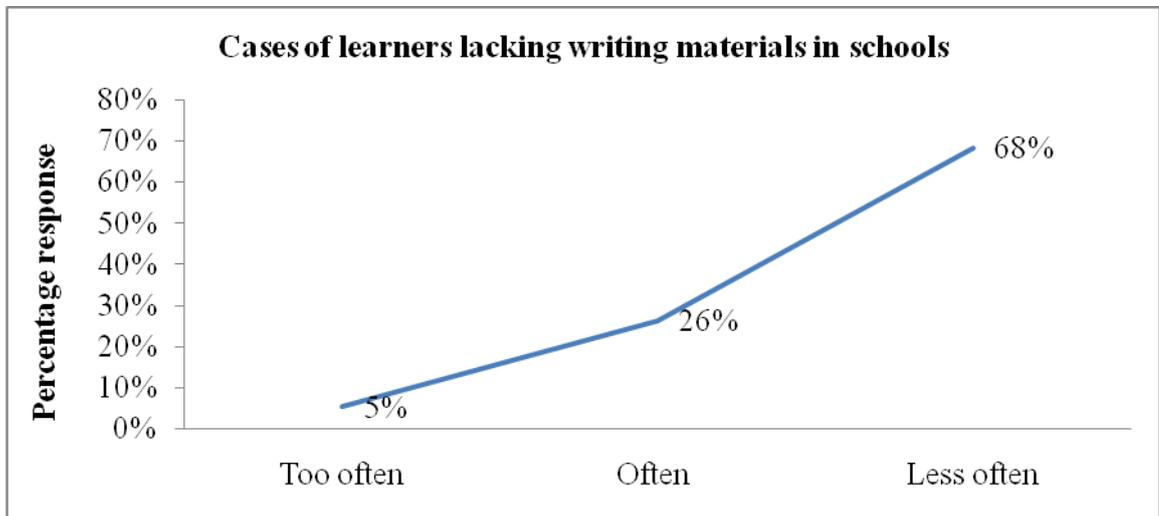


Figure 4.8 Cases of learners lacking writing materials in Namanga division

Majority (68%) of the learners lack writing materials less often, 26% of the learners lack writing materials often and 5% lack writing materials too often (Figure 4.8). This implies that majority of the learners are able to access primary education though some of the students do not have access to these materials. There is need to improve on the access to the writing materials to the learners by the government through the ministry of Education.

4.4.7 Learners reporting to school as early as 8am as reported by the head teachers

Table 4.9 Learners reporting to school as early as 8am

	Frequency	Percent
Yes	7	35
No	13	65
Total	20	100

Majority (65%) of learners in Namanga division arrive for school later than 8 am with 35% of them arriving before 8am for school (Table 4.9). This is attributed to many challenges facing learners including distances between schools and homes, rugged terrains, morning responsibilities/domestic chores that learners undertake before going to school and the general lack of importance of education. This implies that a lot of learning time is wasted which could have otherwise been utilized for learning hence hindering proper access to primary education.

4.4.8 Reason for lateness to school

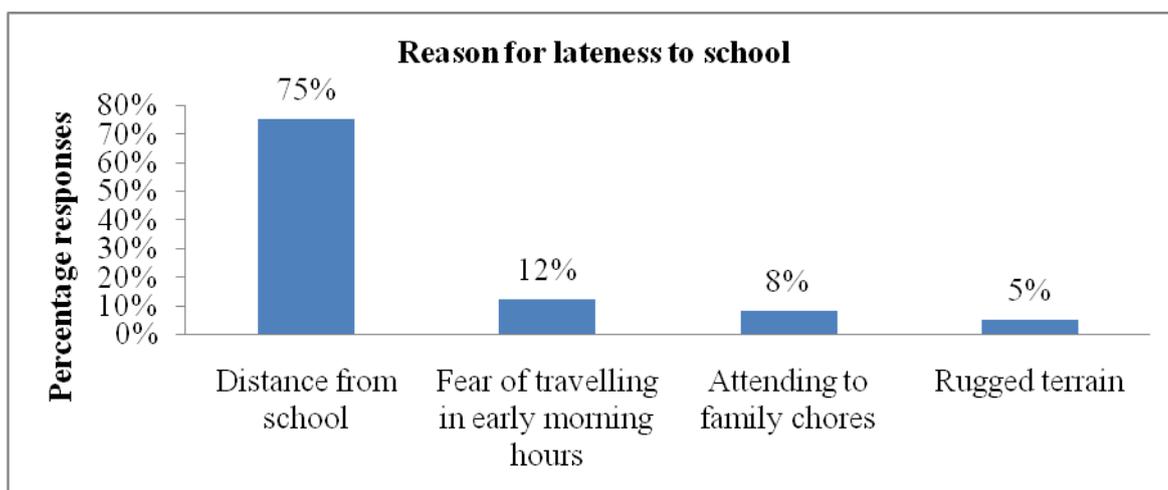


Figure 4.9 Reasons for lateness to school in Namanga division

Majority (75%) of the learners who do not report to school as early as 8 am attribute the reason to distance between the schools and their home, 12% of the lateness of learners attribute this to fears of travelling in early morning hours due to wild animals, 8% of the lateness is attributed to learners attending to daily family chores before going to school while 5% attribute the lateness to the rugged terrains that limits their quick arrival to schools (Figure 4.9). The implication of this is that, with the students having to travel for long distances to and from school, the access to primary education

is affected since they waste a lot of time travelling and once they arrive home they are usually very tiresome.

4.4.9 Number of students per text book per subject as reported by the head teachers

Table 4.10: Number of students per book per subject in Namanga division as reported by the head teachers

Number of students	Mathematics (%)	English (%)	Kiswahili (%)	Social studies (%)	CRE (%)	Science (%)
1-3 students	60.8	66.7	64.2	46.7	46.7	55
4-6 students	27.5	20.8	25.0	35.8	34.2	31.7
7-9 students	8.3	12.5	1.7	0.8	5	3.3
10 students and above	3.3	0	9.2	16.7	14.2	10
Total	20(100)	20(100)	20(100)	20(100)	20(100)	20(100)

Values in parenthesis are column percentages

Majority of the respondents (60.8%) identified that 1-3 learners share a mathematic textbook, 66.7% share an English textbook, 64.2% share a Kiswahili textbook, 46.7% share a Social studies textbook, 46.7% share a CRE textbook while 55% share a Science book. However, 3.3% of the respondents identified that more than 10 learners share a Mathematic textbook, 9.2% share a Kiswahili textbook, 16.7% share a Social studies textbook and 14.2% share a CRE textbook while 10% share a Science textbook (Table 4.10). This implies that there is no even distribution of textbooks per subjects in the schools. This is because allocation of textbooks per subject per class is usually done by the teachers themselves and the teachers put more emphasizes on some subjects than the others. In order to improve access to primary education, there is need to promote even distribution of textbooks per subject per class in various schools in Namanga division. MOEST's Report on the Sector Review and

Development, September, 2003, points out that according to the survey carried out in Kenya, there was a critical shortage of textbooks and other learning materials which were the most constraining resource as far as attaining quality education was concerned.

4.4.10 Challenges facing school enrolment on the onset of rains as reported by head teachers

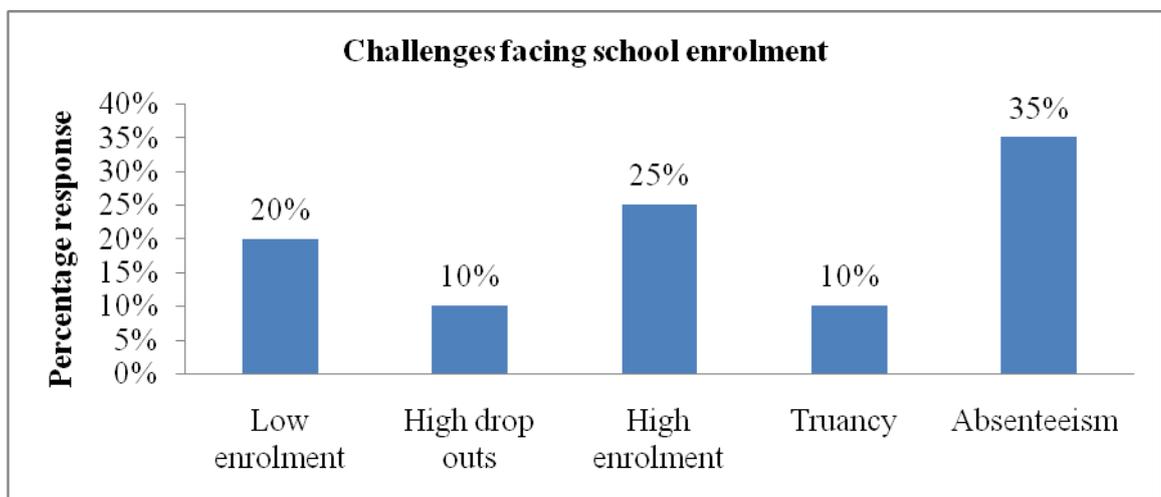


Figure 4.10 challenges facing school enrolment

Majority (35%) of the head teachers identified the greatest challenge facing schools in Namanga division at the onset of rains as Absenteeism. High enrolment (25%) and low enrolment (20%) were challenges facing school enrolment in the division. High dropout cases and truancy counted for 10% each in the challenges facing enrolment of schools in Namanga division at the onset of the rains (Figure 4.10).

4.5 Socio-cultural practices affecting access to primary education in Namanga division as reported by the teachers

4.5.1 Practicing of Moranism within the school locality as reported by the teachers

Table 4.11: Cases of Moranism in Namanga division as reported by the teachers

Cases of Moranism	Frequency	Percent
True	90	90
False	10	10
Total	100	100

Majority of the respondents (90%) agrees that Moranism has been practiced within the locality of their schools and which has negatively affected access to primary education (Table 4.11). There was a significant relationship between access to primary education and Moranism ($X^2=6.988$, $P=0.008$). This means that as the cases of Moranism increases in the division, access of primary education reduces. This implies that Moranism affects proper and efficient access to primary education.

4.5.2 Cases of school drop outs due to influence of Moranism as reported by the teachers

Table 4.12: Cases of school drop outs due to Moranism in Namanga division as reported by the teachers

Cases of school drop outs due to Moranism	Frequency	Percent
Yes	64	64
No	36	36
Total	100	100

Moranism has been associated with (64%) of the school drop outs in the division which has limited access to primary education in the Namanga division. (Table 4.12)

4.5.3 Severity of Moranism in Namanga division as reported by the teachers

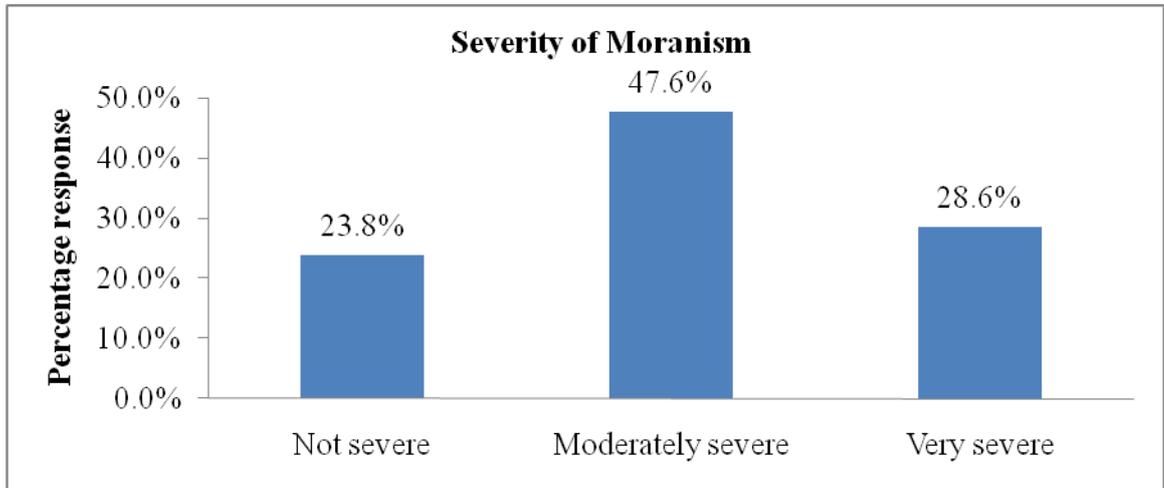


Figure 4.11: Severity of Moranism in Namanga division as reported by the teachers

Majority (47.6%) of the respondents identified that Moranism is moderately severe in the division with 28.6% of the respondents identified it as very severe. However, 23.8% recognized the severity of Moranism as not severe (Figure 4.11). This implies that majority of the respondents find the Moranism to have a moderate impact on access to primary education, 28.6% find the Moranism has a very serious impact on access to primary education while 23.8% finds Moranism to have less impacts on access to primary education. In the areas where severity has been very severe, access to primary education has highly been affected.

4.5.4 The level at which boys undergo circumcision in Namanga division as reported by the teachers

Table 4.13: School level at which learners (Boys) undergo circumcision as reported by the teachers

	Frequency	Percent
Std 5-6	29	29
Std 7-8	49	49
After primary	22	22
Total	100	100

Majority (49%) of the primary education learners (boys) in Namanga division undergo circumcision when they are between standard 7 and 8 (Table 4.13). This is usually the transition period to Moranism which has been associated with high school dropout rates in the division. About 29% of the primary school learners undergo circumcision when they are between standard 5 and 6 while 22% undergo circumcision after completion of primary school studies (Table 4.13). This implies that drop out cases are more severe in standard 7 and 8 since this is the common age bracket through which male learners engage in Moranism hence limiting access to primary education by the male learners in this age bracket.

4.5.5 Moran lower age limit in Namanga division as reported by the teachers

Table 4.14: Lower age limit of joining Moranism as reported by the teachers

Lower age limit of joining Moranism	Frequency	Percent
10-13 years	29	29
14-17 years	62	62
18-21 years	9	9
Total	100	100

Majority (62.6%) of the learners join Moranism at the age of between 14-17 years (Table 4.14). This is usually when most of the primary learners are in upper primary of between class 7 and 8. This affects access to primary education to learners in this age brackets.

4.5.6 Drop out cases in schools due to circumcision in Namanga division as reported by the teachers

Table 4.15: School dropout years/periods in Namanga division as reported by the teachers

School dropout years	Frequency	Percent
Std 3-4	1	1
Std 5-6	30	30
Std 7-8	42	42
After primary	27	27
Total	100	100

Majority (42%) of the learners drops out of school when they are in standard 7 and 8 (Table 4.15). This is usually at the period through which they undergo circumcision and join Moranism. Once they join Moranism, they do not have time to go to school and end up dropping out thus negatively affecting their access to primary education as well as other forms of education.

4.5.7 Herders in Namanga division as reported by the teachers

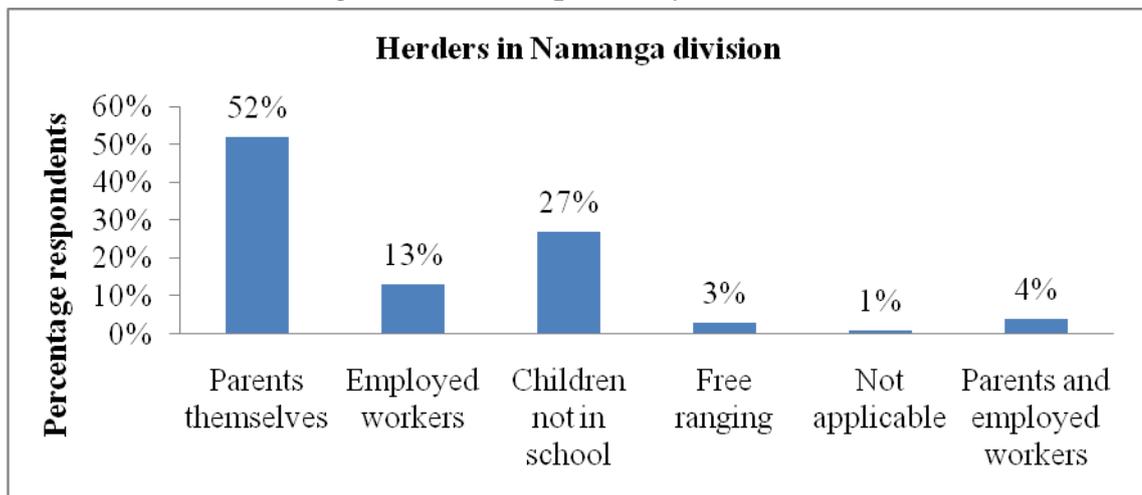


Figure 4.12: Herding responsibility in Namanga division as reported by the teachers

Majority (52%) of the learners' parents are involved in herding their livestock, 13% of the households employ workers to herd their animals. However, 27% of the children in the school going age are still involved in herding the livestock instead of going to school (Figure 4.12). This negatively affects their access to primary education and promotes illiteracy levels in the division.

4.6 Environmental factor limiting accessibility of primary education in Namanga division as reported by the teachers

4.6.1 Location of water points in Namanga division as reported by the teachers

Table 4.16: Location of water points in Namanga division as reported by the teachers

	Frequency	Percent
Yes	9	9
No	90	90
Not applicable	1	1
Total	100	100

Majority (90%) of the respondents identified that the water points are not near homes with 9% indicating that water points are near homes (Table 4.16). This implies that water is a scarce commodity in the division. It has various limitations including going to school hungry due to lack of cooking water and at times the learners are involved in taking the livestock to far distances to look for water. According to WFP (2010) food is not prepared when there is insufficient water. The learners are sent to fetch water in far distances thus consuming their time that they would instead be using for academic purposes hence limiting access to primary education.

4.6.2: Saving of animals from dying during the drought periods in Namanga division as reported by the teachers

Table 4.17: livestock herders during drought periods in Namanga division as reported by the teachers

	Frequency	Percent
Employed workers	12	12
Children already enrolled in school	16	16
Children not in school	13	13
Both children in school and not in school	47	47
Parents themselves	7	7
Relatives and neighbours	5	5
Total	100	100

Both children already enrolled in school and children not in school (47%) are involved in looking after the livestock during drought periods (Table 4.17). This means that these learners are involved in herding of livestock as opposed to learning hence reducing access of primary education during drought periods in Namanga division. This is a special occasion as opposed to normal herding since caring of the weak animals call for more manpower which is easily obtained from the children and thus reducing access to primary education.

4.6.3 The specific duties done by children in Namanga division as reported by the teachers

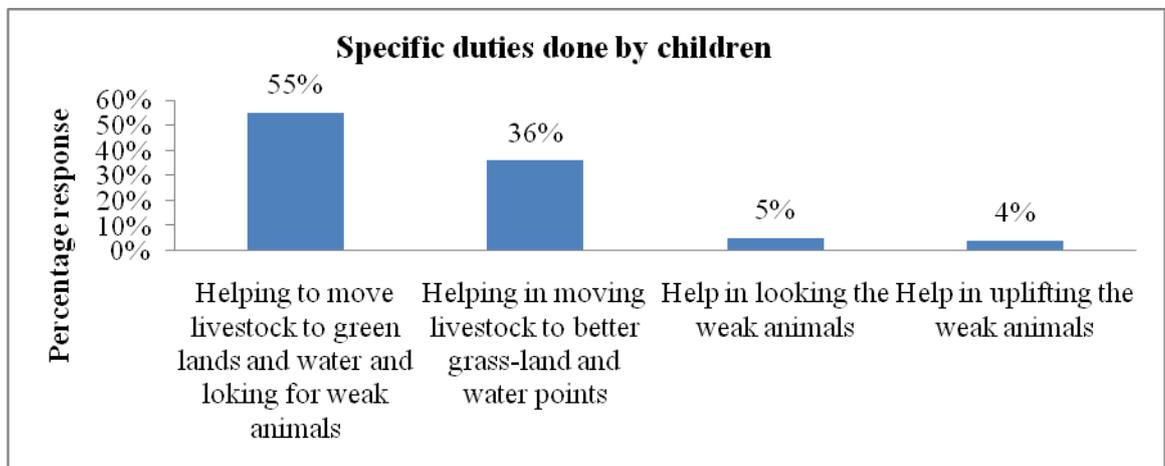


Figure 4.13: Specific roles of children in herding in Namanga division as reported by the teachers

Majority (55%) of the learners are involved in moving livestock to green lands, water points and looking after weak animals while 36% of the learners help in moving livestock to better grassland and water points (Figure 4.13). This means that at one point the learners will be involved in these activities during school going days hence reducing their time to be in school thus limiting the access to primary education.

4.7 Results of interview schedule

The assistant education officer shed some light in his division where he mentioned that school going children are usually involved in activities that hinder their going to school in form of herding for animals even during school going days. In many occasions the education is not taken as a priority to many since majority are a poor lot. They prefer looking after their animals which give them their daily bread. The housing system of the majority of households in the division is made of one roomed grass thatched and wall mudded room called *Manyatta*. The structure is not well designed to accommodate learners after schools since even majority of the households use tin lamps called *Koroboi*. This hinders continued education after school thus affecting access to primary education.

In line with the education facilities affecting access to primary education, the assistant education officer noted that although the ratio of textbooks per student is not so good, the government is still trying to improve on the ratio of textbooks per student per subject. The AEO also identified that the learners are supplied with adequate stationeries for their studies. The teachers in the division are not adequate to meet the

demands of the residents especially when the learners are not involved in herding of animals during drought season. It becomes very difficult to estimate the number of teachers required since the students are on and off the learning sessions.

In line with socio-cultural activities affecting the access to primary education, the AEO notes that the greatest challenge facing the learners in the division is the issues of school going boys undergoing for early circumcision and are lured into joining Moranism. Once the boys undergo circumcision they feel themselves as adults and they are easily tempted to dropping out of school since they no longer obey their teachers. This has greatly affected the access of primary education causing a very low transition rate to secondary school in the division.

In line with the environmental factors affecting access to primary education, the AEO noted that majority of the learners' travels long distances through rugged terrain to school which makes them very tired even before getting to class. Due to the area being vast and wild, the students do not get to school early on time due to fear of being ambushed by wild animals such as lions, elephants, buffaloes and also leopards. This has limited access to primary education since the students cannot get to school on time.

In terms of school enrollment in Namanga division, the AEO noted that there was a consistent increase in the total number of girl's enrollment as compared to boys who has shown a consistent drop in enrollment over a period of five years (Table 4.18).

Table 4.18: Primary school enrollment in Namanga Division

Year	Boys	Girls	Total
2007	2496(59%)	1710(41%)	4206
2008	2468(59%)	1705(41%)	4173
2009	6189(57%)	4684(43%)	10873
2010	2451(55%)	2015(45%)	4466
2011	2712(55%)	2176(45%)	4888

This is in conformity with the national school enrollment of both boys and girls where girls have shown an increase in the number of enrollment as compared to the boys (UNESCO, 2010)

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study findings, conclusion, recommendations and suggestions for further research.

5.2 Summary

5.2.1 Background information

The results indicate that most (60%) of the teachers in Namanga division were aged between 21 and 35 years with most of them (65%) in the division being males with females. About (63%) of the teachers in the division had taught between 11 and 20 years with a majority (80%) of them being P1 teachers.

5.2.2 Household conditions of learners in Namanga division

In line with household conditions of the learners in the division, most of the respondents (85%) identified Milk and Ugali as the staple food of most learners in Namanga division, a division where most of the learners (85%) lived in Maasai Manyattas and most of them (77 %) use lantern (Koroboi) as the primary source of light in their households. The parents of most (87%) of the learners' parents' economic activities was pastoralism where a majority (92%) possess cows, sheep, goats and donkeys.

5.2.3 Adequacy of educational facilities in Namanga division

In line with adequacy of educational facilities in public primary schools, majority (90%) of the learners in the division, attended mixed day schools which most (85%) of them were located in the rural areas. Most (90%) of these schools were mixed day

meaning that the learners go to school every morning and go back home every evening. There was a significant relationship between accessibility to primary education and provision of lunch in schools ($X^2=7.179$, $P=0.007$) with most (65%) schools in the division providing lunch for the learners. Most (85%) of the funds for the lunch provision came from the government of Kenya under the funding of World Food Programme (WFP). The results also indicated that most (68%) of the learners lack writing materials less often and most of them (65%) arrive to school later than 8 am which a majority (75%) of the learners who do not report to school as early as 8 am attributing the lateness to distance between the schools and their home. It was also found that majority of the respondents (60.8%) identified that 1-3 learners shared a mathematic textbook, 66.7% shared an English textbook, 64.2% shared a Kiswahili textbook, 46.7% shared a Social studies textbook, 46.7% shared a CRE textbook while 55% shared a Science book.

5.2.4 Socio-cultural practices in Namanga division

In line with socio-cultural practices affecting access to primary education, majority of the respondents (90%) agreed that Moranism has been practiced within the locality of their schools and which has negatively affected access to primary education. It has been associated with (64%) of the school drop outs in the division. However, majority (47.6%) of the respondents identified that Moranism is moderately severe in the division with 28.6% of the respondents identified it as very severe. Majority (49%) of the primary education learners in Namanga division undergo circumcision when they are between standard 7 and 8 with a majority (62.6%) of the learners joining Moranism at the age of between 14-17 years. Most (42%) of the learners drops out of school when they are in standard 7 and 8 which is usually the period through which

they undergo circumcision and join Moranism. Most (52%) of the learners' parents were involved in herding their livestock.

5.2.5 Environmental factors limiting access of primary school in Namanga division

In line with environmental factors limiting accessibility of primary school, majority (90%) of the respondents identified that the water points were not near home and that both children already enrolled in school and children not in school (47%) were involved in looking after the livestock during drought periods. Majority (55%) of the learners were involved in moving livestock to green lands.

5.3 Conclusion

The first objective of the study was to find out the influence of household conditions and levels of access of primary education to pastoralist of Namanga Division. From the results; majority of the households consume Ugali and Milk as the staple food, live in Maasai Manyattas, use Koroboi-Lantern as the major source of light and their major economic activity is pastoralism where they keep cows, goats, sheep and donkeys. In conclusion, all the above highlighted household findings hinder efficient access to primary education.

Objective two was to assess the educational facilities of primary public schools in Namanga division that influence access of primary education. From the results; there was a significant relationship between accessibility to primary education and provision of lunch in schools with a majority of them providing lunch to their learners. A substantial amount of them do not provide them with lunch. Majority of

the schools are mixed day schools situated in the rural areas. Most learners arrive late to school due to challenges associated with long distances between their homes and schools. Most of the schools have adequate writing materials though a substantial number of schools have a shortage of writing materials. The learners' textbook ratio of most schools is not evenly distributed with a majority of the schools having 1-3 students sharing a textbook. However, in other schools there is a severe shortage of textbooks where more than ten learners share one textbook. In conclusion, all the above highlighted educational facilities hinder efficient access to primary education.

Objective three was to identify socio-cultural practices that affect access to primary education. From the findings of this study, there was a significant relationship between access to primary education and Moranism. Majority of the respondents identified that Moranism has been practiced within the school localities. Moranism has been associated with a high level of school drop outs in the division. However, the severity of Moranism has been rated as moderate though it is also very severe in some areas. Majority of the boys who join Moranism are between standard 7 and 8 after they undergo circumcision which is the age between 14 and 17 years of age. On the issue of livestock herding, majority of the learners' parents are involved in herding their livestock. However a substantial percentage of learners are involved in herding exercise when they would otherwise be learning. In conclusion Moranism negatively affects access of primary education in the division

Objective four was to find out the environmental factors that affect access of primary education to the pastoralists of Namanga division. The findings indicates that majority

of the water points are very far away from their homesteads and that they travel for a long distance to get access to water. During drought periods, both children already enrolled in school and children not in school are involved in herding the livestock in order to save them from dying. Majority of the children are involved in moving livestock to green lands, water points and looking after weak animals. The greatest challenge facing school enrolment during the onset of rains is absenteeism of the learners. In conclusion, these environmental factors hinder efficient access to primary education in the division

5.4 Recommendations

In order to improve access of primary education in Namanga division the following recommendations were made,

- All the stakeholders need to be sensitized on the importance of a balanced diet, enlarge the Maasai Manyattas to create room that can accommodate learning inside, use more learners' friendly source of light such as the hurricane lamp and to diversify their economic activities.
- There is need to improve provision of lunch to the learners since this will lead to an increase in access to primary education, stakeholder to build more schools and the government to build more boarding schools in the area since majority of the households are pastoralists.
- The government should provide enough text books and writing materials to schools in order to improve the learners' textbook ratio.
- Moranism should be abolished in totality and creating awareness on the negative impacts associated with Moranism.

- Every homestead should have access to clean tap water hence the need for the government to drill boreholes in the division.
- There is also need to create more awareness on importance of education in relation to other economic activities like herding in the division with an aim of reducing absenteeism and promote access to primary education.

5.5 Suggestions for further research

Since the study adopted a case study design, it might be possible that the findings may not reflect the factors affecting primary education in other similar localities. It is therefore important that further similar studies needs to be carried out in other ASAL areas to ascertain the factors affecting access to primary education.

REFERENCES

- Ayot, H and Patel M (1992). **Instructional methods**. Educational research and publication: Nairobi
- Beckwith, C and Saitoti, T.O (1980). **Maasai**. London: ELM tree Books. Ltd
- Berg, W.R and Gall, M.D (1989) **Educational research, An introduction**. 4th Edition. New York. Longman
- Best, J.W and Khan, J (1993). **Research in Education**. 7th Edition New Delhi Prentice Hall
- Connel, J and Birdsall, N (2001). **Population and Poverty in developing world**. A background paper for world development report. Washington D.C
- Dalta, W (1984). **Education and Society. A Sociology of Africa Education**. The Macmillan press Ltd. London
- EFA, (2007). **Reaching the marginalized**. Oxford University Press. London
- EFA, (2010). **Global monitoring report. Reaching the marginalized**. UNESCO-Oxford Oxford University Press (OUP)
- Gay, L.R (2007) **Educational research competences for analysis and application**. Charles Merill Publishing Company. New York
- Gay, L.R (1992). **Educational research for analysis and application**. 4th Edition. New York. MacMillan Publishers.
- Gall (1996) **Educational Research. An introduction**. 6th Edition. Longman publishers, U.S.A.
- Good, C.R (1963) **Introduction to Education Research: Methodology of Design in the behavioral and social science**. New York: Appleton Century Crofts.
- G.O.K (2010) **Delivering quality education and training to all Kenyans**. Ministry of Education Science and Technology. Government Printers. Nairobi
- G.O.K (2005) **Policies to ensure access to education**. Government Printers. Nairobi.
- G.O.K (2004) **Rural Children**. Government printers. Nairobi
- G.O.K (2003) **Rural Children**. Government printers. Nairobi

- G.O.K **National Development Plans** for years 1964, 1979, 1988, 2000, 2001. Government printers. Nairobi
- G.O.K **Sessional papers** for the years 1964, 1965, 1979, 1988, 1997, 2000, 2001. Government printers. Nairobi
- G.O.K (1988) **Report of the presidential working party on Education and manpower Training for the next decade and beyond.** Chairman Kamunge. Government printers. Nairobi
- Holland, K (1996).**The Maasai on the horn of dilemma development and education.** Gedion Were Press., Nairobi
- Hodgson, D. (1995). **The Politics of Gender, Ethnicity and "Development." Images, intervention, and the reconfiguration of Maasai Identities in Tanzania 1916-1993,** PhD Thesis University of Michigan.
- Kajiado District Development Plan (2002-2008), Government printers, Nairobi
- Kerlinger, F.N (1973) **Foundation of Behavioral Research.** New York: Holt, Rinehart and Winton inc.
- Lokesh, K (1984) **Methodology of educational research.** New Delhi. Vikas
- Mbulwa, N.M (1991) **Grade Retention and school dropout in Kenya primary schools. A critical analysis of access and equity issues in education.** Los Angeles University of California.
- MOEST(2009) **Education facts and figures of 2002-2008,** EMIS. Nairobi
- MOEST (2008) **Educational statistical booklet of 2003-2007.** EMIS, Nairobi
- MOEST (2007). **Challenges of access to Education.** Government Printers. Nairobi.
- MOEST (2003). **National Action plan for education for all.** Government printers. Nairobi
- MOEST/UNICEF (2003). **Education for all. Global monitoring report.** Nairobi, Kenya

- MOEST (1999). **Totally Integrated Quality Education (TIQET). A report of the inquiry of education system in Kenya.** Government printers. Nairobi
- Mugenda, O.M and Mugenda, A.G (1999). **Research methods Qualitative and Quantitative approach.** Nairobi Acts press.
- Nachmias, C.F(1996) **Research methods in the social sciences.** London, Edward Arnord publisher
- Nungu, M. (1997). **Affirmative action and the quest for equity in University Education.** The case of Kenya Nairobi: Lyceum Education Consultants.
- Ogeno, O.J (2008) **A philosophical study of the concept of teaching**
- Ominde, S.H (1964) **Kenya education commission report.** Government printers, Nairobi.
- Omiti, J and Nyanamba, T (2007) **Using Social Protection Policies to Reduce Vulnerability and Promote Economic Growth in Kenya.** Kenya Institute for Public Policy Research and Analysis (KIPPRA)
- Orodho, J.A (2008) **Elements of Education and Social Sciences.** Kanezza publishers. Maseno, Kenya
- Orodho, J.A (2002). **Enhancing access and participation in secondary school Education in western province of Kenya through bursaries’.** Nairobi. Mosola publishers.
- Peil, M (1982) **Social science research methods.** Handbook for Africa. EAEP. Nairobi.
- SAPs (1989) **African alternative framework to SAPs for socio-economic recovery and transformation.** UN Addis Ababa
- Saverio, K.S (2001) **Education provision to Nomadic Pastoralist.** Institute of Development Studies World Bank. Washington D.C.
- Shaw, A (2002). **Strategic Reading,** Baltimore, MD. The Johns Hopkins University Center for social organization of schools
- Tylor, R.W (1971). **Educational Research Publishers.** UPE (Universal Primary Education). World Bank, Washington D.C
- Uhuru Newspaper (1997) **Access of primary education in marginal areas of Kenya** (Article). Nairobi

- UNESCO, (2009) **Education for Primary Teacher Education**; Kenya literature Bureau, Nairobi
- UNESCO (2000) **Education for all meeting our collective commitments**. The Dakar framework for action. UNESCO. Paris
- UNESCO (1981) EFA. **Global monitoring report: Overcoming inequality**. Why governance matters. Oxford University Press.
- UNICEF (2007) **Global monitoring report on the cost of primary education**. UN. Oxford University Press
- Vemor (2009) **UN Global monitoring report on primary education**. Oxford University Press
- WFP (2010) **Evaluation of WFP School Feeding Programmes in Kenya: a mixed method approach**. Accessed from: <http://www.wfp.org/about/evaluation> on 22nd September 2011.
- World Bank/UNICEF (2009) **World development indicators**. Washington D.C World bank
- World Bank/UNICEF (2001) **World development indicators**. Washington D.C World bank

APPENDIX A: HEAD TEACHER QUESTIONNAIRE

Dear respondent,

The researcher is a postgraduate student (MED) at Kenyatta University METUY SAITAKWET REG NO. E55/CE/13024/O9 undertaking a study on access of primary education to pastoralist. A case study of Namanga division, Kajiado County.

All information collected from you with the highest confidentiality and only meant for academic purposes.

Part A: School Background information.

Put a tick where appropriate

- i. Name of the school _____
- ii. Division _____
- iii. County _____
- iv. Constituency _____
- v. Type of school
 - a) Mixed day
 - b) Mixed boarding
 - c) Girls
 - d) Girls boarding
 - e) Boy day
 - f) Boys boarding
- vi. Location of school
 - a) Urban
 - b) Rural

Part B:

Put a tick where appropriate

1. How many teachers are there in your school?
 - i. Male
 - ii. Female

iii. Total

2. In your school, what is the book: pupil ratio per subject?

Subject	Book
Pupil	
Maths	_____

English	_____

Kiswahili	_____

S/studies	_____

Science	_____

3. Do pupils have lunch in school?

Yes _____

No _____

If yes, who provides?

i) G.O.K _____

ii) NGO _____

iii) P.T.A _____

iv) Others _____(specify)

4. Do all pupils report to school as early as 8.00 a.m?

Yes _____

No _____

If no what are the reasons?

i) Distance from home _____

- ii) Indiscipline to adhere to school rules _____
- iii) Fear of travelling in early morning hours _____
- iv) Others _____(specify)

5. How often are cases of learners lacking writing materials in school

- i) Too often
- ii) Often
- iii) Less often

6. On the onset of rains after a prolonged drought, what are the challenges faced by the school in terms of enrolment?

- (i) Low enrolment
- (ii) High dropout
- (iii) High enrolment
- (iv) Truancy
- (v) Absenteeism
- (vi) Others _____ (specify)

APPENDIX B: QUESTIONNAIRE FOR TEACHERS

Dear Respondent,

The researcher is a postgraduate student (MED) METUNY SAITAKWET REG NO. E55/(CE)/13024/09 at Kenyatta University undertaking study on the access of primary education to pastoralists. A case study of Namanga division Kajiado county.

All information collected from you will be treated with the highest confidentiality and only meant for academic purposes.

Part A: school Background Information

Put a (✓) where appropriate

(i) Name of the school? _____

(ii) Age of the respondent

1=less than 20 years

2=21-35 years

3=36-50 years

4=51 years and above

(iii) Gender of the respondents

1=male

2=female

(iv) Years of experience

1=less than 10 years

2=11-20 years

3=21-30 years

4=30 years and above

(v) What is your home county

1=Kajiado county

2=Not from Kajiado county

(vi) Educational level

1=P1 level

2=Diploma level

3=BED level

Part B:

Put a tick (✓) where appropriate

1. What do you think is the staple food of the majority of your class learners at home?

(i) Milk and ugali?

(ii) Milk only?

(iii) Ugali and vegetables?

(iv) Other _____(specify)

2. What type of house do majority of your learners live in?

(i) Maasai Manyatta?

(ii) Thatched houses

(iii) Stony buildings

(iv) others _____(specify)

3. What is the lightning system of the above living house selected in (2)?

- (i) Firewood
- (ii) Koroboi- lantern
- (iii) Hurricane
- (iv) Pressure lamp
- (v) Electricity
- (vi) Others _____(specify)

4. What is the economic activity of your learner's parents?

- (i) Pastoralists
- (ii) Agriculturalists
- (iii) Business people
- (iv) Others _____(specify)

5. What is the average age of your learners of level? _____

6. Moranism is said to have been practiced within your school before or even now?

True _____

False _____

7. If true, what is the lower limit of a young Moran _____

8. Are there cases of drop out of now or before of school boys due to moranism influence or any other associated behaviours?

Yes _____

No _____

If yes, how severe is it? _____

9. At what age do boys undergo circumcision rites?

- (i) Std 3-4
- (ii) Std 5-6
- (iii) Std 7-8
- (iv) After primary level

10. Who are the most school drop outs after circumcision?

- (i) Std 3-4
- (ii) Std 5-6
- (iii) Std 7-8
- (iv) After primary level

11. What type of animals are parents of your learners likely to keep at home?

- (i) Cows
 - (ii) Sheep
 - (iii) Goats
 - (iv) donkeys
 - (v) All of the above
 - (vi) Others _____
- (specify)

12. Do you think the water points to the above animals are near to their homes?

Yes _____

No _____

13. Who do you think, herds your learner's parent's animals?

- (i) Parents themselves
- (ii) Employed workers

- (iii) Children not in school
- (iv) Free ranching
- (v) Others _____ (specify)

14. During drought times, who do you think helps your learner's parents to save the herds from dying if at all they own livestock?

- (i) Employed workers
- (ii) Children already enrolled in school
- (iii) Children not in school
- (iv) Both (ii) and (iii)
- (v) Others _____ (specify)

15. What are the specific duties done by the groups in (19)

- (i) Helping in moving the livestock to better grass- lands and better watering points.
- (ii) Help in looking for weak animals
- (iii) All of the above.
- (iv) others _____ (specify)

APPENDIX C: RESEARCH SCHEME

	Objective	Variable	Method of analysis	Presentation
1	Influence of household conditions and the level of access of primary education to pastoralist in Namanga division	Staple food, type of house, lighting system, economic activity, animals kept	Descriptive statistics(Frequency, percentages)	Table, charts and graphs
2	Educational facilities of primary public schools in Namanga division that influenced access of primary education	Type of school, location of schools, availability of lunch, reporting time	Descriptive statistics(Frequency, percentages, chi square)	Table, charts and graphs
3	Socio-cultural practices in Namanga division that affect access of primary education.	Moranism, drop out cases, circumcision	Descriptive statistics(Frequency, percentages, chi square)	Table, charts and graphs
4	Environmental factors that affect access of primary education to the pastoralist of Namanga division.	Water points, duties	Descriptive statistics(Frequency, percentages)	Table, charts and graphs

APPENDIX D: INTERVIEW SCHEDULE FOR THE ASSISTANT EDUCATION OFFICER (AEO)

- A.** Household conditions and the level of access of primary education to pastoralist in Namanga division
1. How accessible is the primary education to each household in this division?
 2. Which household conditions affect access to primary education in the community and how?
 - a. Poverty levels
 - b. Education not being a apriority
 - c. Lighting systems
 - d. Housing status
 - e. Child labour
- B.** Education facilities influencing access to primary education In Namanga division
3. Are there adequate learning facilities in Namanga division?
 - a. Learning resources such as books, classrooms, toilets etc
 - b. Adequate personnel such as teachers and other school workers
- C.** Socio-cultural practices affecting access to primary education in Namanga division
4. How does socio-cultural practices affect access to primary education in this division
 - a. Circumcision of school going boys
 - b. Moranism
 - c. Attending to family scores before going to schools
- D.** Environmental factors affecting access to primary education in Namanga division
5. How do the environmental factors affect the access to primary education?
 - a. Distance from home to school
 - b. The rugged terrains
 - c. The vast environment which is prone to wild animals such as lions, elephants and cheetahs.