

**MOTIVATION FOR SCHOOL ATTENDANCE IN DRY CONFLICT PRONE
AREAS: A CASE OF PRIMARY SCHOOLS IN MARIGAT SUB - COUNTY
IN BARINGO COUNTY, KENYA**

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**THIS THESIS IS SUBMITTED IN PARTIAL FULFILMENT OF THE
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DECLARATION

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DEDICATION

To my husband Mark Kiptui and children: Joshua Kandie, Selah Kiprotich, Joan Jebiwot and particularly Bismark Kipkoech whom we started this journey together. You have all been a source of inspiration and tirelessly stood by my side in pursuit for the academic excellence. Conspicuously notable is the contributions and inspiration from my mother Kabon Komen and my late father Komen Chebii.

ABSTRACT

Children are normally expected by the parents, teachers and community at large to be highly motivated to attend school to learn in the company of others. However conflict over limited resources and cultural factors leading to insecurity in pastoral arid and semi-arid areas threatens school attendance. Inadequacy of resources such as water, pasture, food and livestock leads to insecurity which is further worsened by cultural practices such as payment of dowry in form of cattle, initiation and early marriage. The high value placed on livestock especially cattle escalates the threat to school attendance. In spite of these dire situations children still attend school. The central question then is what motivates these children to attend school in the face of conflicts? This study sought to establish the factors the motivating factors for school attendance in Marigat Sub-County regardless of the insecurity. Selected environmental factors were investigated, challenges to school attendance, contribution of role models as well as the rates of school attendance versus enrolment in Marigat Sub-County. This study was guided by Abraham Maslow's Hierarchy of Human Needs which is a motivational theory detailing how people achieve their needs in a hierarchical order from physiological, safety, belonging and self esteem to self actualization. Descriptive survey research design was employed. Target population was 22,475 individuals comprised of class five, six, seven and eight primary school pupils. The sample consisted of 255 respondents from 10 primary schools who were selected randomly and purposively to respond to questionnaire and interview item. Content validity of the instruments was obtained by aligning the research objectives with the questionnaire items and the interview questions. Piloting was done in the adjacent Baringo Central Sub-County to check the reliability and validity of the instruments. The obtained data was analyzed using descriptive statistics with the help of computer software namely Statistical Package for Social Sciences (SPSS) version 17.0 to arrive at the mean, mode, frequency and percentage distributions which were presented in tables and bar graphs. Results from the study indicate that the leading motivation for school attendance include the desire to read and write, the possibility of getting food at school through School Feeding Program, to benefit from Free Primary Education and avoid insecurity caused by frequent cattle raids among others. However pupils are met with challenges like insecurity and high poverty levels hence they lack basic needs like food, school levies and school uniform. Research findings also indicated that role models: parents, teachers, elder siblings, those members of the community with good jobs and college and university students played a notable role in motivation for school attendance. The findings of the study will go a long way in strengthening motivating factors for school attendance alongside finding strategies to resolve the conflicts. The study recommends that the government should finance and support primary schools through School Feeding Program, supply clean water, fight female genital mutilation and forced marriage. Parents and elder siblings should be advised to be good role models to pupils in order to increase school enrolment and hence improve on school attendance.

ABBREVIATIONS AND ACRONYMS

ASALs	-	Arid and Semi Arid Lands
EFA	-	Education for All

FPE	-	Free Primary Education
G.O.K	-	Government of Kenya
IEBC	-	Independent Electoral and Boundaries Commission
KCPE	-	Kenya Certificate of Primary Education
MDGs	-	Millennium Development Goals
MOEST	-	Ministry of Education Science and Technology
MP	-	Member of Parliament
NACOSTI	-	National Commission for Science, Technology and Innovation
SFP	-	School Feeding Program
SPSS	-	Statistical Package for Social Sciences
UPE	-	Universal Primary Education

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CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Introduction

The attainment of independence in 1963 in Kenya meant that the education system had to be expanded to meet the goal of eradicating ignorance, disease and poverty (G.O.K, 2009). Primary schooling is an avenue where basic skills of reading and writing are acquired. This chapter introduces the study and generally gives highlights on the background, problem statement, purpose, objectives, research questions, significance, limitations, theoretical and conceptual framework as well as definition of significant terms as used in the study (Government of Kenya, 2009).

1.2 Background Information

Globally and especially in Africa, the period following independence saw many governments embark on socio-economic and political development in order to improve the welfare of its citizens. Whereas the need to provide education to all those eligible to get it remains a fundamental requirement to communities and governments, it is reported that 67 million children were out of school globally in 2009. In sub-Saharan Africa, the number of out-of-school children was about 30 million while Kenya had about 1.059 million children out of school (GOK, 2009). Ominde Commission of 1964 in Kenya cited issues of ignorance, poverty and disease as the main developmental concerns that needed to be focused on (GOK, 1964.) Children need to attend school in order to acquire desirable attitudes, skills and knowledge (Ingule, Ndambuki & Rono, 1996). These desirable attributes have become critical over the years in every culture to the point of becoming basic human rights (Save the children, 2009).

Herz & Sperling, 2004, indicates that both the millennium development goals and Kenya's vision 2030 anticipate high school attendance.

One of the Kenya government's priorities has been to enhance school attendance of enrolled pupils so that they can optimally benefit from the learning process. The Government of Kenya (G.O.K) has heavily invested in education, given its role in spurring national development. The budgetary allocation on education has continued to go up over the years. This was noted in 2009 when the government spent millions of shillings countrywide on education. In Baringo Central District alone before it was subdivided into Baringo Central Sub-County and Marigat Sub-County, the government spent 2.5 million shillings on education and training (Government of Kenya, 2009). This shows the government's commitment in increasing literacy levels.

Environment plays a critical role in the lives of people and for this case the pupil in question. Poverty level of Baringo County which Marigat Sub-County lies stands at 58% (Republic of Kenya, 2007). Apart from this, cattle rustling pose economic threats and access to education. As long as there is any form of conflict, the quality of education faces serious impairment due to its adverse effects. Marigat Sub-County is a dry conflict prone area where semi nomadic livestock rearing is the main economic activity although recent years have seen increased interest in crop production to augment the family food supply. The rangelands which the livestock and community depend on are degraded by adverse soil erosion (Sutherland, 1991). For many years, the region has been unable to adequately support crop production and livestock population due to low rainfall leading to scarcity of pastures. Thus the existing livestock population is unable to meet the full subsistence needs of the people. Statistics indicated that poverty level in Mukutani (one of the divisions) in 2008 was 99.2% (G.O.K 2009). This could be a replica of the entire Sub-County which is always affected by drought and receives rainfall that is too low to sustain meaningful agriculture. Conflict in this area is centered on the acquisition and maintenance of livestock. People fight over water, pasture and possession of livestock which often result in cattle rustling. Government of Kenya (2009) indicates that

insecurity remains a major challenge to development in Marigat. Conflict is also sometimes due to cultural factors. This has an effect on school attendance because at times schools are closed due to fear of invasion and general insecurity. According to Kibui (2014) insecurity in Mukutani Division had led to fluctuating number of enrolled pupils. The number of pupils reduced from 2961 in 2010 to 2341 in 2014. In December 2012, armed bandits hit schools and villages around, stealing cattle, destroying property and displacing residents. People fled from their villages.

In addition in Marigat Sub-County pupils at times are withdrawn from school to assist their parents search for pasture and water leading to frequent absenteeism (Government of Kenya, 2009). School attendance is further challenged by the fact that schools are scattered within expansive region making Children walk from as far as ten kilometers, crossing seasonal rivers to get to school (Kibui, 2014). During the rainy seasons the region experiences flash floods which deter pupils from going to school. River Perrkera which passes through Marigat frequently bursts its banks leading to mass destruction of property, disruption of school programs and periodical closure of schools. In spite of these unfavorable circumstances in Marigat Sub-County, reports indicate that school attendance has been on the rise. This was evidenced by the report given by Kibui (2014) that in 2012, Arabal Primary School in Mochongoi Division had a 'normal' population of 290 pupils. This school which is at the heart of Marigat Sub-County boasted of being among the best in terms of pupil population. This was a clear indication that area residents had seen the need to embrace education for their children amidst conflicts in the area.

1.3 Statement of the Problem

In order to combat ignorance, poverty and disease at household level, school attendance is critical. However, as Johnson (1996) indicates, this at times is difficult due to harsh environmental and economic conditions. Kenya being 80% arid and

semi-arid means that large portion of it is marginalized in development issues including education. The sparse population coupled with cultural practice of nomadic pastoralism at times makes these places inaccessible for provision of essential services like education. The conflicts over resources bring about insecurity and instability in the region and further provoke mobility in search of pasture, water and shelter (Doss & McPeak, 2005). Kratli and Dyer (2009) also note that conflicts in pastoralist regions may affect school attendance adversely.

A child friendly environment is a pre requisite for school attendance. This is not always the case especially in conflict prone areas. Conflicts threaten school attendance whenever they occur. Many pupils are torn between attending school and yielding to cultural pressures. The vast distance from home to school is a strong impediment to school attendance. The central question is what motivates children in Marigat Sub-County to attend school in spite of the apparent threats? The knowledge of the motivating factors for schooling in conflict prone areas is critical for generalization given the fact that most parts of Kenya are arid and semi arid (Verlag, 1994).

The researcher intended to get information on the motivation behind schooling in Marigat Sub-County. This was prompted by the fact that many studies had focused on Motivation and Teachers Performance (Okoko, 2011), Effects of Social and Economic Factors on Academic Performance (Koskei, 2012), Parents and Teachers' Perceptions and Expectations of Free Primary Education (Kithyo, 2010). Rono(2011) dealt with Implications of Free Primary Education Policy on Access to Primary Schooling among Pastoralist Communities in Kenya. UNESCO (United Nations Educational, Scientific and Cultural Organization (2005) has general information on Challenges of Implementing Free Primary Education in Kenya. Kipkorir (2014) specifically did research on Influence of Cattle Rustling on Pupils' Participation in Primary Education in Makutani Division of Marigat District Baringo County, Kenya.

Information on factors affecting motivation for school attendance in dry conflict prone areas in Kenya is scanty. This study therefore sought to examine the reasons why a pupil in a society so prone to conflict would defy all odds and attend school that is; what motivates them to attend school in conflict prone areas. Education is the critical development factor in conflict prone areas. It is therefore critical that motivation for school attendance is understood and reinforced.

1.4 Purpose of the Study

The purpose of this study was to determine the factors that motivate pupils to attend school in conflict prone areas. The researcher wanted to determine how selected environmental factors contribute to school attendance, the challenges faced by pupils as they attend school, the role played by role models and the rates of school attendance versus enrolment in primary schools.

1.5 Research Objectives

This study was guided by the following specific objectives;

1. To determine how selected environmental factors contribute to school attendance in Marigat Sub-County.
2. To establish the challenges to school attendance in Marigat Sub-County.
3. To establish the role of role models to school attendance in Marigat Sub-County.
4. To document the rates of school attendance versus enrolment in Marigat Sub-County.

1.6 Research Questions

The following research questions were answered by the study;

1. How do selected environmental factors contribute to school attendance in Marigat Sub-County?
2. What are the challenges to school attendance in Marigat Sub-County?
3. How do role models contribute to school attendance in Marigat Sub-County?
4. What are the rates of school attendance versus enrolment in Marigat Sub-County?

1.7 Justification for the Study

Primary level of education is critical. This is where desirable behavior patterns, social development, literacy and numeracy, environmental education, psychomotor and language development are acquired. The struggle to ensure that children go to school is a worldwide phenomenon. In an effort to realize the Millennium Development Goals (MDGs) and Education for All (EFA) objectives by 2015, nations have come up with various policies to ensure pupils attend school (Shapiro, 2009). Lamb, Teese, Vickis and Waisteb (2004) noted that the Australian education struggled to ensure that young people had an opportunity to complete year twelve or its vocational equivalent. Despite the fact that this level of education is essential, there are numerous challenges faced in the provision of this basic education.

Most parts of Kenyan land are ASALs and these areas are prone to conflicts emanating from the socio-cultural practices undertaken by the diverse communities. These conflicts threaten school attendance. However pupils are still motivated to attend school. This study thus seeks to justify the motivation behind school attendance in the face of the apparent challenges facing them.

1.8 Scope of the Study

This study assessed the motivation for school attendance in Marigat Sub-County, Baringo County-Kenya. It covered three divisions namely Mochongoi, Marigat and Mukutani. The respondents were upper primary school pupils (class 5, 6, 7 and 8). Class 5 and 6 pupils responded to the questionnaire while class 7 and 8 were interviewed. The upper primary pupils were interviewed because they were in a better position to understand happenings within their environment as well as to comprehend the questions and respond to them relevantly. Primary school learners were considered because of their greater vulnerability to environmental challenges. The researcher gathered information on various selected environmental factors that have contributed to motivation for school attendance and the challenges faced by pupils as they attend school.

1.9. Limitations of the study

The largely pastoral communities here are nomadic and hostile. Engaging in Cattle rustling is the norm and schools at times were closed due to insecurity. This affected the availability of teachers and pupils who were the source of information. They would not also freely give information to visitors because they mistook them for spies. The researcher also fell short of the exact number of pupils to be given the questionnaires due to low enrolment in some classes coupled with absenteeism during the day the research was undertaken. However, since the researcher had sampled the number of participants slightly above the required 10% then this number was adequate. The researcher also established rapport with the respondents and secured

adequate logistics. Consultations from The local administration and education officials yielded useful advice.

The study focused on Marigat Sub-County. These findings could be generalized for all ASALs, but not to all public primary schools in Kenya because school and home conditions vary from one place to another.

1.9.1 Significance of the Study

Results will help in understanding the reasons for motivation for school attendance in dry conflict prone areas of Marigat Sub-County. The Ministry of Education together with parents will work hand in hand to strengthen factors that facilitate school attendance and if possible eliminate those that impede school attendance. This may be done through enhancement of policy directives. It is also hoped that the head teachers and teachers will use the information to advise parents appropriately on issues pertaining attendance and motivation of learners. Pupils may also benefit from the knowledge so that they can focus on motivating factors and attend school regardless of the hardships. This study will also inform interested Non Governmental Organizations on what to target in order to facilitate school attendance.

1.9.2 Theoretical Framework

This study was guided by Abraham Maslow's Hierarchy of Needs (1943). This theory states that people seek to meet successively higher order needs after meeting basic needs. These needs range from physiological needs, safety needs up to self actualization (Fig1.1). A higher order need progressively replaces lower order need which ceases to be a motivator and determinant of general performance and work once it has been satisfied. It further states that human focus and performance in a task

is driven by the desire to satisfy basic needs (Ingule, Ndambuki & Rono, 1996). This theory is relevant to this study because pupils require basic needs such as food, fees, security, stationary and clothing among others in order for them to attend school. When the lower order needs are unmet, it is difficult for an individual to pursue higher order ones. It is on this premise that the researcher seeks to understand what motivates children in conflict prone areas to attend school and seek knowledge even though their needs for food, shelter and security are often not fully met.

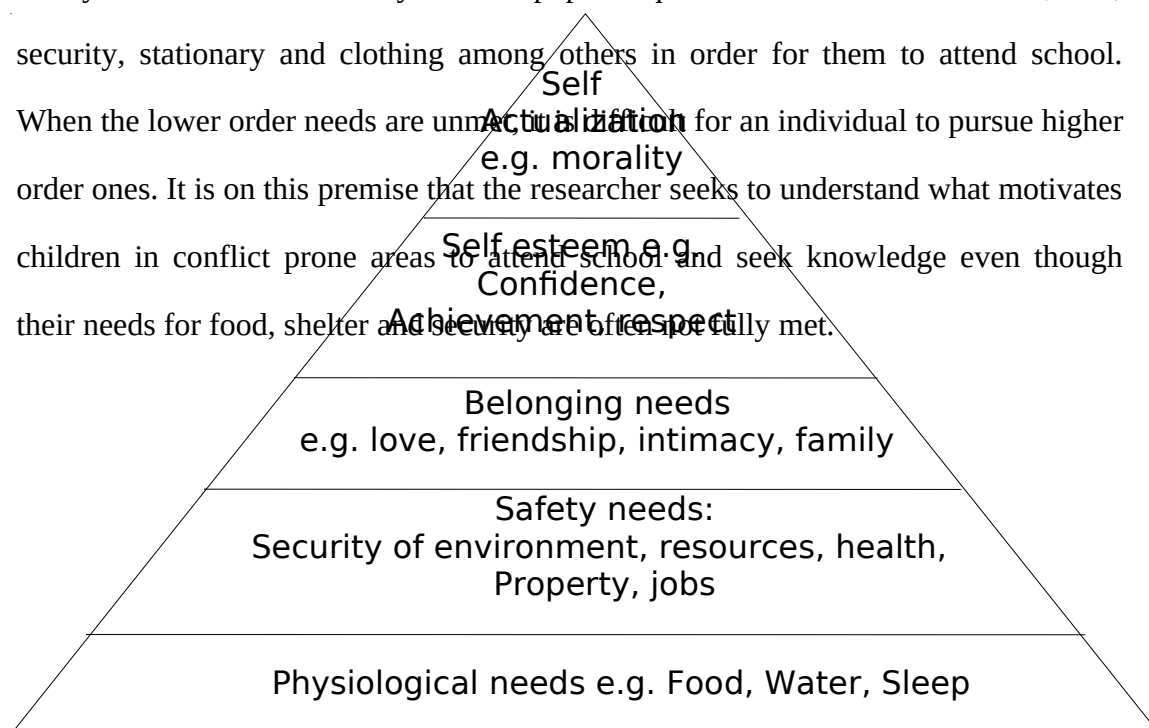
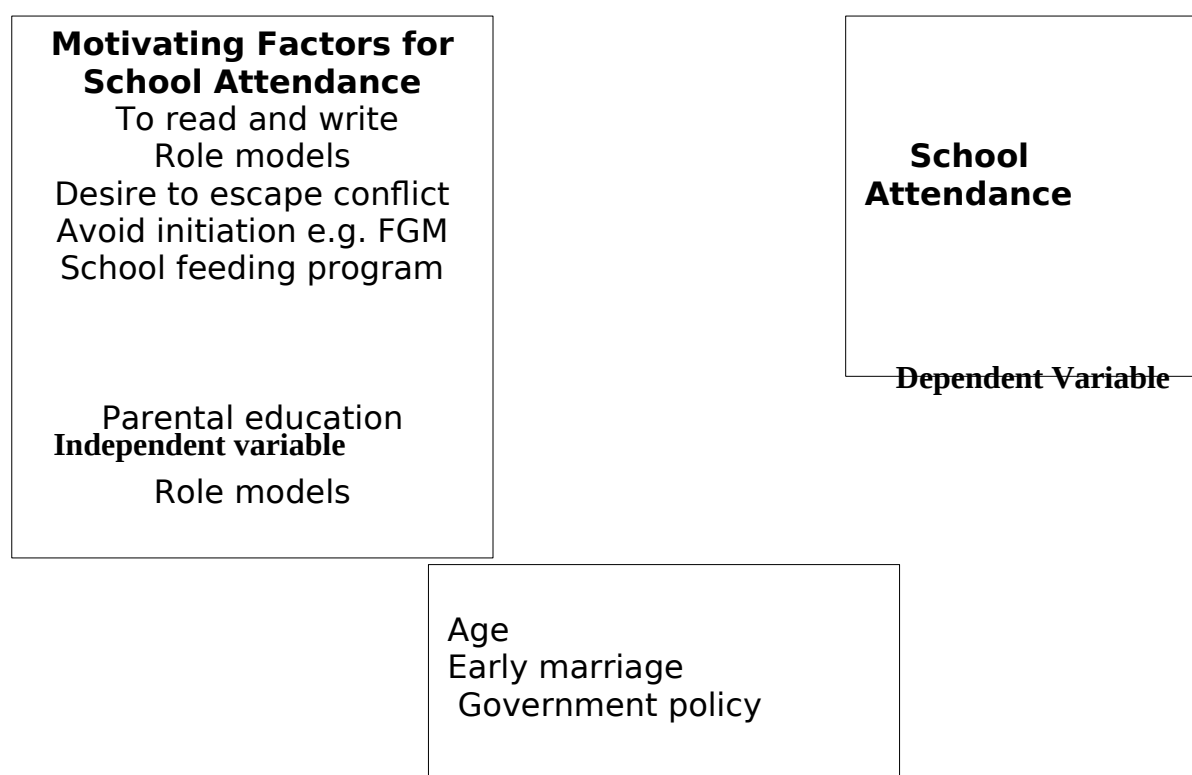


Figure 1.1. Maslow's Hierarchy of Needs

1.9.3 Conceptual Framework



Extraneous Variables

Figure 1.2 Conceptual Framework

Source: Researcher

The dependent variable in this study is school attendance. That is the actual presence of a pupil in school. This variable is affected by the independent variable - motivating factors for school attendance: role models, the desire to read and write, escape conflicts and counterproductive cultural practices such FGM and cattle rustling. Many pupils are also attracted by school feeding program. These are the pull factors for pupils' school attendance. Extraneous variables include age, early marriage and Government policy. These are factors that may affect the dependent variable but are not part of the study.

1.9.4 Operational Definition of Terms

Wiersma (1986) states that the terms used in an educational research are unique to the area and relevant to particular study. The following are operational definitions of terms used in this study;

Cattle rustling: refers to a practice that involves stealing or planning, organizing, Attempting or aid the stealing of livestock by any person from any community where the theft is accompanied by dangerous weapons and/or violence mainly cattle and goats from others.

Compulsory Education: It is a government rule where all school going pupils must be taken to school.

Conflict Prone Areas: These are areas where people fight over the few resources such as pasture and water and as a result cause injury to families hence affecting children's school attendance negatively.

Environmental Factor: That which is within the surrounding; a person, or a condition that can affect the learner positively or negatively. In this study the researcher considered pregnancies and early marriage, circumcision and lack of basic needs among others.

Motivation: It is the desire or urge in a person to learn. This urge forces a pupil to go to school and in the process learning takes place some desirable attributes.

Role Model: One whom someone desires to be like due to his or her good life and achievements in life. This study focused on teachers, parents and the people who are successful in the community.

School Attendance: This is the regular and physical presence of a pupil in school for the purpose of learning for a specified period of time. In this case it is the availability of the learner in school to enable instruction from the teacher to take place.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents systematically a review of the related literature on the research problem. It expounds on literature concerning the challenges facing school attendance such as cultural factors, namely initiation and early marriage, cattle rustling, struggle over scarce water and pasture resources and child labour. This has been dealt with globally, regionally and specifically in Kenya, with Marigat Sub-County in question. The researcher also looked at the likely contribution of selected environmental factors for school attendance.

2.2 Contribution of Selected Environmental factors on School Attendance

Countries have met several challenges arising from cultural practices. In pastoral communities, there are practices common to almost all. These include cattle rustling, initiation, early marriage, child labour and conflicts related to pasture and water (Little, Barret, Cellarius, Copper & Smith 2001). These practices may have adverse effects on motivation for school attendance.

2.2.1 Initiation

Initiation is a rite of passage from childhood to adulthood. Children are taken through a period of seclusion where they are circumcised and taught their culture and tradition. These ceremonies happen within the environment and may have an effect on the pupil. World Bank (1995) indicated that initiation ceremonies were still important in some Sub-Saharan African communities. This adversely influenced schooling. Evidence from Malawi showed that initiation brought several dilemmas for girls, affecting their school attendance and academic performance and even led to drop-outs. The scheduling of initiation ceremonies conflicts with the school calendar, leading to absenteeism from school.

In Zambia, education of girls was viewed as a waste because marriage was a source of income through bride wealth in form of cattle. Most girls were withdrawn from school after grade four because bride wealth payments diminish for an educated girl (Norton, Milimo, & Owen, 1994). Galgalo (2008) notes that in Cameroon, the practice of Female Genital Mutilation (FGM) is a traditional practice that interferes with girls' access to education. This practice absents the pupil from school and also poses health risks.

Hari (2009) noted that in some areas of rural Tanzania, on reaching puberty (from upper primary), girls are expected to participate in initiation ceremonies aimed at preparing them for womanhood and marriage. These ceremonies are often held within the school term and result in girls missing a considerable amount of school time. Teachers also find it difficult to give those who miss school the individual attention for them to catch up with the others. Among such communities, marriage of daughters was a quick source of income. Educating girls was considered a waste of money because she would be of no benefit to her family. Families were often eager to marry off their daughters to suitors mostly known to their fathers. This was easy because they were also psychologically prepared from ages 8 to 12.

In Kenya, initiation ceremonies are scheduled during school holidays, but the process at times begins earlier, leading to absenteeism from school. Once children are circumcised they drop out of school on account of the informal teaching they received on the value of being circumcised because they perceive themselves as adults. Others were forcibly withdrawn from school. For those who continued schooling, it may lead to indiscipline and hence a sharp decline in their academic performance, however they eventually drop-out of school (Njau & Wamahiu, 1994).

2.2.2 Child Labour

Child labour is a hindrance to school attendance. According to Uwezo (2011), it is estimated that about 130 million children worldwide do not attend school because they are working. This means that Child labour denies many children their basic human right to education and in turn prevents many countries from achieving the millennium development goals of eradicating poverty and achieving education for all. In Africa, child labour is still a threat to children participation in education; Sub-Saharan Africa has a large number of working children. United Nations Children's Emergency Fund (UNICEF 2007) estimates approximately 37% of children 5 to 14 years are actively involved in the labour market (UNICEF, 2007). The proportion of children working has continued to rise in the region. Child labour rates are highest in East Africa, followed by Central Africa and West Africa (UNICEF, 2007). This is because most African countries live at a minimum level of expenses caused by; high rate of unemployment, wars, political issues and unstable economy. Most children are forced to work in order to bring additional income to the family UNICEF, 2007).

Habati (2011) observed that education was not highly regarded among the Karamojong in Kotido District Uganda. Out of the 44000 school age children, only 16000(36%) had enrolled for education that year. That was the biggest enrollment ever attained in the district despite the government's free primary education. Children dropped out of school because parents could not afford to buy a Shs300 exercise book, a pen or a pair of school uniform because of the endemic poverty in the sub-region. Children were kept at home to do domestic work and were sources of bride wealth in the case of girls. Children also walked as far as 40 km in search of building materials in the wilderness and thus could stay away from school (Habati, 2011).

Mbagaya (2011) cited that among the Pokot in Marigat Sub-County, education was the art of teaching a child the traditional norms that must be observed at all stages of growth. Gender roles and responsibilities were outlined. The girl would know that she must at all times feed the family, fetch water and firewood whereas the boy would be

made aware that he would grow up to fend for the family in terms of food and provide security. Mkutu (2000) in support of this found out that education for the boy child among the Samburu in Kenya suffered as a result of the cattle economy. He was introduced to grazing cattle at the age of five. This required that they spend most of the time with the family's cattle. Generally, parents felt that western education would lead to disrespectful children. To combat child labour, MOEST in 2010, produced a policy framework for nomadic education that aimed to enable Kenya's nomadic communities to "realize the goal of universal access to basic education and training" (Republic of Kenya 2010b). The framework sets out to make the curriculum more relevant, to make schools more accessible through provision of boarding facilities and other appropriate delivery mechanisms, and to establish the National Council for Nomadic Education in Kenya (NACONEK) to formulate policies, mobilize funds and coordinate activity on nomadic education (Republic of Kenya 2010b).

2.2.3 Cattle Rustling

Cattle rustling means forceful acquisition of livestock. This practice is quite common amongst pastoralists in the ASALs Habati (2011). It is believed that violent conflicts around the world have involved around 300,000 children, both boys and girls, under the age of eighteen Blattman (2010), World Bank (2005). More than 27 million children are estimated to be out of education as a result of emergency situations. A large proportion of these are internally displaced (Mooney, Craven & Halse, 2005). In the past, loss of human lives due to cattle rustling was rare and when this occurred, compensation in the form of cattle was paid by the killers' families to the victims or their families in case of death. Recently loss of human life due to cattle rustling has assumed an upward trend fueled by massive light weapons (Hendrickson, Armon, & Mearns 1996). In several conflict-affected countries, education is seriously imperiled not only due to the direct effects of fighting, but also because schools, teachers, students and staff are often targeted by violent attacks-cattle rustling. Habati (2011)

noted cattle rustling as major source of insecurity in Karamoja of Uganda. This forces many Karamoja children to miss out on education.

In Kenya, cattle rustling has often disrupted learning and adversely affected school systems. Both girls and boys are endangered but girls seem to be more vulnerable to the repercussions of the conflict. Boys keep moving with poisoned arrows in defense of their cattle (Kikechi et al., 2012).

United Nations Children's Fund (2010) has established that many parents in conflict regions of Kenya refuse to send their children to school for fear of being attacked. A hostile school environment is by itself a hazard as it affects the learners negatively. According to Katam (2012), Cattle rustling among pastoral communities living in Baringo District were one of the factors contributing to insecurity causing low access to school and good quality education Katam (2012).

Kaimba & Guliye (2011) note that inter-community conflicts and raids in Kenya specifically Baringo County where Marigat Sub-County lies have affected community relations. It has led to abduction of women, rape and forced migrations. These raids create a strong and omnipresent perception of insecurity which results in forced migrations and hence absenteeism. In the recent Marigat attack, for example, the schools were turned into homes for the displaced meaning learning had to come to a standstill Kibui(2014).

2.2.4 Conflict over Pasture and Water

Another source of conflict in ASALs is the limited pasture and water. Mbagaya (2011) in his article cited the Pokots of Kenya who predominantly live in the arid region in the North of Rift Valley. They heavily depend on livestock keeping. The pastoralists in Baringo County particularly in Marigat Sub-County in Kenya exemplify communities in ASALs that are dependent on livestock for their livelihood. Traditionally, they move seasonally from their home bases and drive their herds to

places with pasture and water and come back to their homesteads in other seasons when pasture improves. Of all the livestock kept in Baringo County, cattle are regarded highly. There is a tendency to accumulate them even under unfavorable environmental conditions, often exerting a lot of pressure on the meager range resources, notably pasture and water. Inevitably, the competition amongst pastoralists in the sub county for the available range resources result in frequent livestock movements in search of pasture and water (Raikes, 1981). Little, Barret, Cellarius, Copper and Smith (2001) point out that mobility causes conflict among the pastoralists due to competition for scarce pasture and water. The land is traditionally owned and tribal grazing areas exist such that migration in search of pasture and water by one tribe into areas that belong to other tribes often causes conflict between pastoralists (Dietz, 1987).

It is evident that effects of cattle rustling, female genital mutilation and early forced marriages among others have been a major challenge to school attendance and the Kenya Governments' effort in the attainment of the Millennium Development Goals-MDGs as entailed in the Kenya Vision 2030 (Government of Kenya, 2009). Children have very limited opportunities to education and the girls are more vulnerable to the effects of the outdated cultural practices such as early marriage and initiation. Access to food, health care, education, adequate nutrition, protection from harm and other necessary opportunities is still a mirage. Due to high illiteracy levels and attachment to culture, the idea of global child rights, universal free primary education and issues to do with children needs a lot of focus and attention.

Pupils in this Sub-County face myriad challenge related to the environment as enlisted above. However it is possible that some of these challenges act as pull factors for schooling. Pupils may be motivated to attend school to escape the effects of these challenges. Therefore generally amidst the myriad of challenges, pupils in Marigat Sub-County, despite their numbers which may not be satisfactory, still attend school

The researcher therefore was keen to investigate the reasons behind motivation for schooling in such an environment and the driving force behind it. Many researches done investigated FPE in relation to access to primary schooling, Rono (2011), the influence of socio- economic background on academic performance, Koskei, (2012) and Okoko (2011) studied motivation and teacher performance in primary schools. Since little has been done on motivation for school attendance, this study seeks to answer this pertinent question to fill the research gap.

Motivation either intrinsically or extrinsically is required for a pupil to attend school. It should be noted however that, at times the environment may pose a challenge to the learner due to deep rooted socio-cultural and economic practices engaged by the people as their way of life. Marigat Sub-County is a unique in terms of its adverse climatic conditions which dictate the means of livelihood.

2.2.5 Benefits of School Attendance

Though not enlisted as one of the three basic human needs, formal education is important. For the progress of a nation and the enrichment of society in general, education is necessary. This is acquired mainly through interaction between the pupil and the teacher in a school setting hence the need for school attendance. A country's literate population is its asset. Nations have come up with ways of ensuring that literacy is achieved by majority of her citizens. Developing countries have challenges in spreading the awareness of education, in spite of that there are a number of cases where almost all the people get the privilege to get education provided by the government.

Pupils in conflict prone area may be motivated to go to school so that they may be advantaged by the benefits that come with it. Education is expected to promote values and virtues and awareness of negative impacts of cattle rustling, female genital mutilation, poverty and disease. Summers (1994) held that schooling transforms a person to live a better life and more importantly to be a social and mature being who is capable of planning his future and taking the right and informed decisions. The right attributes are acquired to help one lead a proper and acceptable lifestyle. Pupils gather knowledge for personal growth and social development.

Schooling also opens doors to brilliant career opportunities. Employers require prospective employees who are well educated. This becomes an eligibility criterion for employment in any sector of the economy and industry. It wipes out all the wrong beliefs in our minds and for this case-cultural. This has led to many government-aided educational programs and government grants to schools and colleges to foster education in society UNESCO (2012).

2.3 Impact of Family Conditions on School Attendance

The family is also an environmental condition. Adeyinka (2009) points out that the family is the bed rock of any society. Obayan (2003) in his findings reports that a

stable and well developed childhood can be guaranteed by a stable family and it is of vital importance to a pupil's education and career life. This observation agrees with sentiments of Adeyinka (2009) that children who were raised from economically disadvantaged background are more likely to have poor academic performance because they lack some basic amenities such as food, clothing and shelter which affect school attendance. Low (2011) holds that if resources are available there is a possibility of one receiving the best education.

Adams and Baronberg (2005) indicate that parents and families have the most direct and lasting impact on children's learning and development of social competence. When parents are involved, students achieve more, exhibit more positive attitudes and behavior and feel more comfortable in new settings. Zhang (2008) holds that parents are a source of information that play a meaningful role in their child's education by expressing a desire to learn from the parent, asking for parents' opinions, discussing ways to support the family's values and customs. Adams and Baronberg (2005) found that children whose parents are better placed financially may likely be send to school.

2.4 Role Models as Motivators for Schooling

Hornby, Cowie and Gimson (1974) describe a role model as someone you admire and try to imitate. Role models are powerful motivators for schooling. Ingule, Ndambuki and Rono (1996) cite Bandura's 'Social Learning Theory' which holds that parents exhibit behaviors that children may later imitate. Pupils in primary schools may therefore be driven to attend school because of the desire to excel in life like the role models within their environment who could be their parents, teachers, and scholars like lawyers or even politicians. This therefore means that there is a heavy reliance on role models to demonstrate desirable behaviors. Parents as providers of experience can and do serve as role models. They may be the most influential social agents during childhood. It is possible that parents who demonstrate role modeling characteristics-transmitting beliefs and values and parental support may serve as an

important motivational tool in their children by encouraging them to participate in education by attending school (Wikins, 2001).

Parents' beliefs and the motivational climate they create, can affect their children's choices, attitudes and motivation towards education. Parent-created motivational climate may cultivate a sense of positive attitude and propel pupils to attend school. Parents can communicate their beliefs about what is valued and particularly because children are positively influenced by what their parents value (Kabiru & Njenga, 2007).

Rajab (2011) indicates that education officials in the then Nyanza attributed the success among girls in Kenya Certificate of Primary Education to efforts by role models in improving girl child education in the province. Furthermore, professional women under the banner of Nyanza Women Education Initiative (NEWI), contributed significantly towards the improvement of girls' education that was threatened by extinction in some communities. The program's major aim was to keep girls in schools by tackling social issues such as FGM.

The success among girls in the province in the examination results was due to the efforts made by women professionals and other well wishers. NEWI alongside 'Siwindhe' (girls' gatherings), were among the programs proposed by Nyanza education taskforce to restore the dwindling education in the province. The program has tackled issues like; early marriages, poverty and cultural beliefs that girls were meant to do domestic work and work in an unfriendly environment. Lack of female teacher counselors contributed to poor performance and high dropout rates among girls. In essence therefore, pupils are products of role models if they demonstrate virtues, then the pupil will imitate and vice versa. This study intended to investigate if role models have an effect on motivation for school attendance in Marigat Sub-County.

2.5 Government Intervention on School Attendance

The government has played a role to improve on school attendance and reduce drop outs in arid and semi arid lands. During school holidays some pupils and especially girls opt to remain in school with the aid of various school administrations in order to evade initiation and female genital mutilation (FGM). The government also through the Non Governmental Organizations (NGO's) impact on school attendance through the School Feeding Program (SFP). The G.O.K has heavily invested in education, given its role in spurring national development.

The money spent on education has continued to go up over the years to match the increased school enrolment at all levels. The government of Kenya has struggled to achieve Universal Primary Education (UPE) and to ensure that the quality of education and the enrolment rate is improved. It has however faced numerous challenges Okwach & Odipo (1997) in their study indicated that the National Gross Enrolment in primary schools in Kenya went down to 17.7 % in 1996 from 95% in 1989.

The introduction of Free Primary Education as a policy in Kenya in 2003 meant that the government provided and financed FPE. This was commendable as a means of cushioning children from humble socio-economic background. This was also meant to promote school attendance. Initially, there was an increase in school attendance. Pupils later left school because of diverse reasons like poverty which led to inadequate basic needs like food, uniforms and shelter.

In conclusion, despite the fact that environmental challenges and socio-cultural practices, to a large extent may hinder pupils from attending school in conflict prone areas, the fact that they still go to school implies that there are strong motivators for school attendance. Existing literature indicates that role models, perceived benefits of education and the family background may have strong influence on school attendance.

This study thus seeks to investigate the motivating factors behind school attendance in the arid and semi-arid land of Marigat Sub-County, considering the fact that the place is adversely affected by resource based and cultural conflicts which may adversely influence school attendance.

CHAPTER THREE RESEARCH METHODOLOGY

3.1. Introduction

This section gives information on the study area and the methods that were employed in this study including the research design, location of study, target population, sample size and sampling procedure, instrumentation, validity and reliability, data collection procedure, data analysis and presentation and ethical considerations.

3.2 Research Design

This study adopted a survey research design. A survey is an attempt to collect data using a questionnaire and an interview schedule from randomly sampled members of a population in order to determine the current status of that population with respect to one or more attributes and variables (Mugenda & Mugenda, 1999). This design was appropriate because it collected broad quantitative and qualitative data from

respondents who were homogeneous. It gave data on the rates of pupils' school attendance and the motivation behind it.

3.3 Location of the Study

The study was carried out in public primary schools in Marigat Sub-County. This area was chosen because it is characterized by resource-based conflicts such as over water and pasture, cattle rustling, initiation and child labour among others. The researcher investigated reasons for school attendance regardless of conflicts and other related challenges. This sub-county falls under the arid and semi arid land (Sutherland, Bryan & Wilsdennes, 1991). It is characterized by frequent droughts and a prolonged dry period starting from September through March. Rainstorms are sporadic, localized and usually of low to moderate intensity (Verlag, 1994). Average temperature ranges between 25 to 30 degrees centigrade in Marigat Sub-County and evaporation exceeds rainfall hence net water loss.

The prolonged dry period and frequent droughts exert a reducing effect on pasture and water availability both of which result in food insecurity and nomadic pastoralism. This exerts a reducing impact on pupils' attendance as many are forced to join their parents in seeking for livelihood from the environment. The need for child labour for domestic chores and livestock rearing affects pupils' school attendance. Episodic flash floods reduce accessibility of schools and may even sweep away pupils. Water and pasture related conflicts are the norm rather than the exception in the Sub County (Verlag, 1994). Food insecurity is also a major issue largely due to low rainfall and frequent droughts. These conditions exert adverse effects on education in terms of availability of teachers and students and also provision of teaching and learning materials. The government has recently enhanced school feeding programs, employment of more teachers and subsidized teaching and learning materials in

primary schools. To address water scarcity, the government of Kenya in collaboration with donor agencies has drilled more boreholes adjacent to schools.

3.4 Target Population

Target population is defined as that population to which a researcher wants to generalize the results of the study (Mugenda & Mugenda (2003). The study targeted all primary schools in Marigat Sub-County. There are 85 primary schools with a population of 22,475. This study targeted upper primary school pupils in class 5, 6, 7 and 8 in Marigat Sub-County. These are pupils who were better positioned to understand the happenings within the environment and were able to comprehend the questions and answer them appropriately. Since class teachers are entrusted to mark class registers, they were asked to provide them to be used to document the rates of school attendance in their classes for six consecutive weeks of the term (See Appendix A page 64-66).

3.5 Sampling Procedure and Sample Size

A sample is defined as a representative randomly selected portion or subset of the universe population (Kombo & Tromp, 2006). Its random and representative nature ensures that its characteristics are similar to that of the entire population (Cohen, Manion & Marrison, 2000). Sampling is the process of selecting individuals for a study to represent the whole population. Sampling is done because complete enumeration of the entire population may not be practically possible due to time and financial constraints. In this study, respondents were pupils in upper public primary schools from class 5 to 8 in Marigat Sub-County. The approximate number of pupils in the sub county is 22,475 and the total number of schools was 85 (District Education Office-Marigat).

Gay (1981) states that for a descriptive study at least ten percent of the accessible population is required. This percentage was adequate and represented the entire

population. In this case therefore 10 out of 85 schools were sampled. The number of schools picked per division was proportionate to the total number of schools in the division. There were 36 primary schools in Marigat, 34 in Mochongoi and 15 in Mukutani. Therefore 4 schools were randomly selected in Marigat, 4 in Mochongoi and 2 in Mukutani. Simple random sampling was done to select participants who were given questionnaires. 20 pupils were selected per school; 10 from class 5 and another 10 from class 6. This was only possible where the population was more than 10 pupils per class. In cases where pupils were less than 10 in a class, purposive sampling was done whereby the whole population was included in the sample. This was the case in CPY and KSL. The researcher also took time in every school to explain to class 5 and 6 on how to fill the questionnaire.

A total of six pupils were interviewed, 3 from standard 7 and 3 from class 8. This number was sufficient because the information obtained was to enrich the quantitative data. Class seven and eight were also better placed to respond to the interview because of their length of stay in the school. These were identified by class teachers on the basis of their ability to express themselves. The total number of respondents involved in the study was 255. This fell slightly below the expected figure of 260. This was attributed to the low enrollment in some schools such as 8 in KSL and absenteeism in some schools on the very day data was collected. Each class teacher was asked to hand in class register and class attendance was recorded for the past six weeks of the term.

3.6 Instrumentation

Data was collected using questionnaires and interview schedules. Questionnaires capture information at that point in time and do not discriminate unduly on the basis of how articulate the respondents are (Kombo & Tromp 2006). Questionnaires largely generated quantitative data. The question items were simple and therefore easily understood by class 5 and 6 pupils. These instruments allowed the respondent to

demonstrate the unique way he/she perceived motivation for schooling in conflict prone areas. Interview schedule was used in class 7 and 8 based on the fact that the respondents were articulate enough to respond to the questions posed to them by the interviewer. Teachers were also asked to provide the researcher with the class registers in order to access information on the number of students enrolled and the rate of attendance in six consecutive weeks (Appendix A).

3.7. Validity and Reliability

Validity is the accuracy and meaningfulness of the inferences based on the research results. It is the degree to which results obtained from the analysis of the data actually represent the phenomena under study (Mugenda & Mugenda 1999). To ensure content validity, the researcher developed question items in the questionnaire and interview schedule based on the objectives of the study. The researcher also worked closely with the supervisors and other lecturers to ensure that the questionnaire and interview schedules developed captured the research objectives and that question items were simple and clear.

Reliability on the other hand is a measure of the degree to which a research instrument yields consistent results after repeated trials (Kombo & Tromp, 2006). The minimum requirement for an evaluation of a research instrument should be that the respondent gives the same answers to the same question under similar circumstance over time. To ensure that there was consistency in the results, the researcher conducted a pilot study in three primary schools in the ASAL part of Baringo Central Sub-County. The aim of pilot study was to ensure that items in the questionnaire and interview schedule were clearly understood. From the responses, the questionnaire was reconstructed with modifications to reflect the focus of the study.

3.8 Data Collection Procedure

The researcher obtained permission from the National Council of Science Technology and Innovation (NACOSTI) and the Director of Education, Baringo County. An

introductory letter to the school head teachers was acquired before the researcher proceeded for data collection. The sampled schools were specific and the questionnaires and interview schedules were administered on the sampled respondents. Data was collected by the researcher with the assistance of two research assistants who had been identified and trained for one week before being involved in the study. These assistants were vital in collecting data and providing direction. They also acted as a link to schools as they were conversant with the area and the people. Head teachers and class teachers of the various schools also participated in identifying the respondents and giving data on attendance rates.

This study obtained primary data from pupils using questionnaires and interview schedules. Data on pupils' attendance rates was also obtained from the class teachers. In every school, ten pupils in class 5 and ten in class 6 were given questionnaires. For the interview schedule, 3 pupils were identified in class 7 and 3 in class 8. This gave a total of 20 questionnaires and 6 interview schedules hence 26 respondents in a school.

3.9 Data Analysis

Quantitative data drawn from the questionnaires was obtained on factors that motivate pupils to attend school. The statistical package for social science (SPSS) was used to undertake a descriptive analysis of the data. Frequency and percentage distributions information was obtained and presented in table, bar graphs and pie charts. Qualitative data obtained from the interview schedule was analyzed after the bulk of data collected was grouped into the main research themes as per the research objectives. The results were presented in a narrative form where respondents' opinions on areas of agreement and areas of divergent views were discussed. The data from the interview schedules was triangulated with that from questionnaires and integrated during analysis.

3.9.1 Ethical Considerations

The respondents for this research were upper primary pupils under eighteen years. They do not have power to consent to be interviewed. Permission to interview them was obtained from the head teachers. For confidentiality, the names of the children, were not indicated anywhere.

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION AND DISCUSSION OF RESEARCH FINDINGS

4.1 Introduction

This chapter presents data analysis, interpretation and discussion and presentation of research findings in line with the study's objectives. Quantitative data was analyzed using descriptive statistics. Qualitative data from the interview schedule was analyzed and presented thematically. The researcher gave highlights on the background information of the respondents regarding their age, gender and the classes they were in.

4.2 Background Information of the Respondents

The respondents' gender was obtained during data collection. This was meant to determine if there were gender differences in opinions regarding the study subject. The distribution was as shown in Figure 4.1.

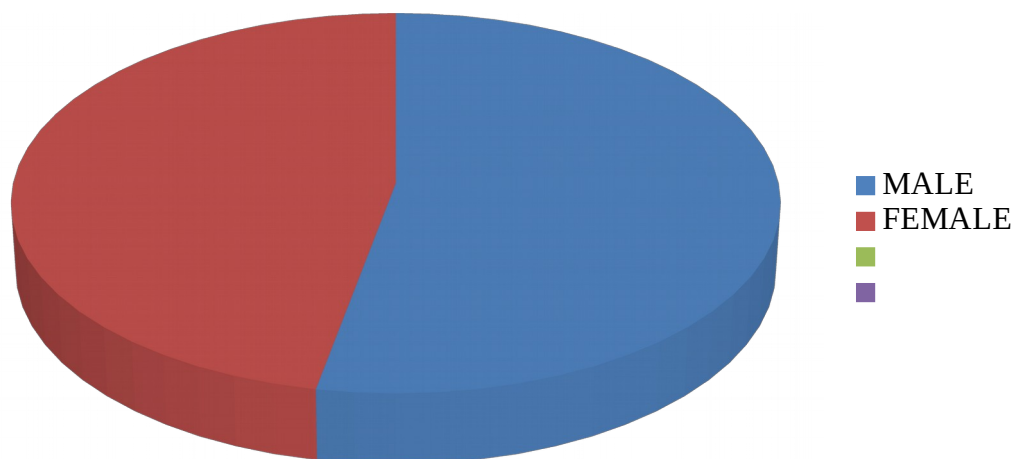


Figure 4.1 Distribution of Respondents by Gender

In all the classes the male respondents were more than the female pupils 135 (53%) against 120 (47%). In some cases, to cater for the short fall the researcher had to involve all the girls present and increase the number of boys to add up to ten pupils in total. Purposive sampling was done in some schools where the whole population was involved because the pupil population was small. From the information above therefore, it was inevitable to include more of male pupil respondents than female. This disparity had no effect on the kind of data collected since gender was not part of the study.

4.2.1. Distribution of Respondents by Age and Gender

The researcher compared the distribution of respondents by age and gender and the results are indicated in the figure below;

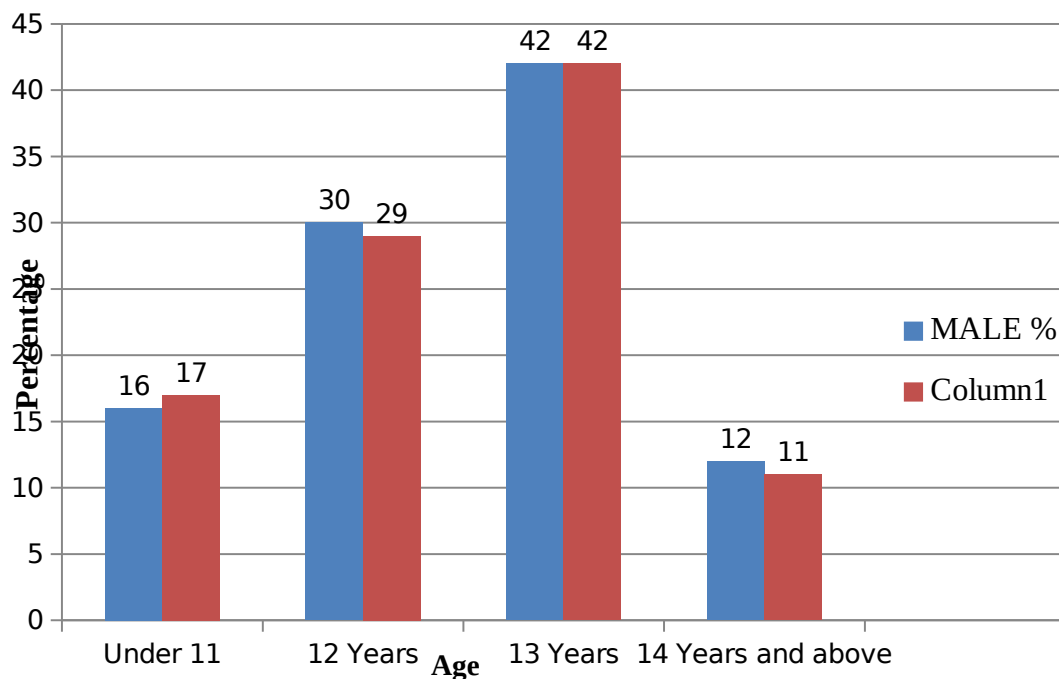


Figure 4.2 Comparative Distribution of Respondents by Age and Gender

The information in Figure 4.2 above shows that majority of the respondents 82(84%) were aged 13 years. There is also a gender balance at this age in that each gender contributed 42%. Those who were aged 12 years and 11 years were 58 (59%) and 33 (33%) in total respectively while those who were at the age of 14 years and above

were an average number of 22 (23%). There is also gender disparity where more boys participated in the study than girls except those aged 11 years and below. From the figure above, there is an indication that as pupils progress in age, more girls than boys dropped out of school as evidenced by the fact that more boys than girls had to be involved in the study. Since very few pupils were aged 14 years, there is a possibility that the above could have transited to secondary school or dropped out of school.

4.2.2 Distribution of Pupil Respondents by Class

Respondents were required to state the classes they were in. This was meant to ensure that all the classes selected to participate in the study were represented. The results are indicated in Table 4.1 below.

Table 4.1 Distribution of Pupil Respondents by Class

Class	Frequency(f)	Percentage (%) (f/∑f×100)
Class 5	96	37.6
Class 6	99	38.8
Class 7	30	11.8
Class 8	30	11.8
TOTAL	(∑f) 255	100

The distribution of pupil respondents by class as shown in the Table 4.1 above shows that class 6 had the highest representation in the study (38.8 %) The total number of respondents interviewed was short of the projected sample by five pupils due to low enrolment in some classes coupled with absenteeism during the day the research was undertaken.

4.2.3. The Average Number of Pupils Enrolled by Class

Teachers were asked to give information on the number of pupils enrolled in their classes and the responses were indicated in the questionnaire. This gave statistics on

the trend as pupils proceed from one class to another. Pseudo names were used for confidentiality. The results are shown in Table 4.2 below.

Table 4.2 Average Number of Pupils Enrolled per Class

	SCHOOL	STD 5 (fx)	STD 6 (fx)	STD 7 (fx)	STD 8 (fx)
1	STN	62	53	44	42
2	LRK	48	39	23	24
3	CPY	15	17	18	18
4	SNN	30	26	37	31
5	NYB	21	35	49	15
6	LGM	55	23	24	18
7	SKT	33	24	39	18
8	ALGM	44	45	46	14
9	SLBN	18	16	19	30
10	KSL	10	12	11	10
	Mean $\Sigma fx \div 10$	$\Sigma 340 \div 10 =$ 34	$\Sigma 290 \div 10 =$ 29	$\Sigma 310 \div 10 =$ 31	$\Sigma 220 \div 10 =$ 22

From the information in Table 4.2 above the average number of pupils in class five were 34 while those in class six were 29, the average number of pupils in class decline as they progress from class five to six. This decline in attendance may be due to dropouts caused by early marriage or pregnancy among girls or boys joining cattle raids or refusal to continue with schooling soon after initiation. This agrees with early study by Norton, Milimo and Owen (1998) which showed that early marriages and cattle rustling affect schooling. Furthermore, school attendance after initiation may seem childish for boys based on cultural standards where young men raid cattle for prestige, enrichment and in preparation of bride price. The average class size increased from 29 in class six to 31 in class seven. Though not tested empirically this may be attributed to repetition whereby pupils may not be allowed to proceed to the final class due to poor performance as an attempt is made to improve on the school results and subsequent mean score in primary school national examination. This is even confirmed by the decline of pupils to 22 in class eight.

4.2.4. Distribution of Parents as per their Highest Level of Education

Pupils were asked to give information on their parents' level of education. This was meant to give a picture of the literacy levels in the area and predict possibility of parental role models for school attendance. The results are indicated below in Table 4.3.

Table 4.3 Distribution of Parents by their Highest Level of Education

Highest Level of Education	Fathers(f)	(%)	Mothers(f)	(%)	Cumulative%
No Education	52	20	60	23	22
Primary	106	42	112	43	42
Secondary	46	18	39	15	17
College	17	7	17	7	7
University	22	8	20	8	8
Non response	12	5	7	3	4
TOTAL	255 ($\sum fx$)	($\sum fx/$ 255×100)	255 ($\sum fx$)	($\sum fx/255 \times$ 100)	

It is apparent from the information in Table 4.3 above that most parents have at least some form of education with most being to primary and secondary level. 106 (42%) of respondent's fathers got primary education while an equally significant proportion has neither any education 52(20%). Similarly 46(18%) fathers had secondary education. The rest of the fathers had university education 22(8%) and college 17(7%) respectively. Thus most of respondents' fathers have primary education and below. This could be the driving force behind pupils' school attendance whereby these parents may desire that their children become learned than they are. 12(5%) of the respondents did not respond to this question. These may be those pupils from either single mothers or orphaned.

The information in the same table above indicates that a significant 112(43%) of respondent's mothers have primary education as their highest while 60(23%) have no education. A few of the mothers' respondents 39(15%) attained secondary school education onwards and this could have been caused by either financial challenges or

early pregnancies and marriage. The percentage of fathers and mothers who attained university level of education is the same (8%). Since most of these parents only attained primary level of education with a cumulative percentage of 42%, there is a high possibility that they may desire that their children attain a higher level of education than they themselves.

From the findings of this study, most parents in this sub-county were semi illiterate since most of them only attained primary education. This could have an effect on the education of these children either positively or negatively. Crowder and South (2003) in their research indicate that children of schooled parents were more likely to attend school than those of unschooled parents and that family factors influence school attendance like the level of education of the parent. Thus, the child's home status significantly predicts whether the child will attend school regularly. Contrary is the possibility that parents may insist on school attendance in the hope that their children better their future lives. This seems to be the case in this study. Below is a bar graph of the comparison between the mothers' and fathers' level of education.

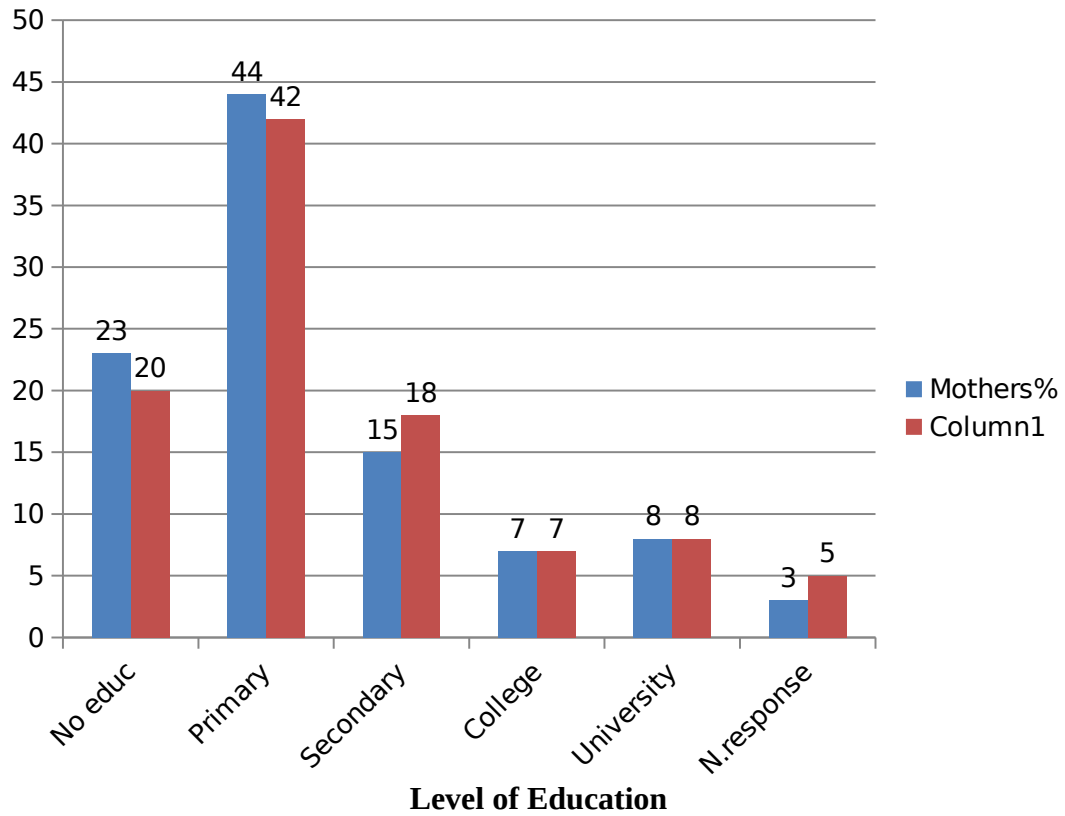


Figure 4.3 Levels of Education among Mothers and Fathers

4.3. Quantitative Data on the contribution of Selected Environmental Factors on School Attendance

The study sought to find the extent to which the selected environmental factors contributed to school attendance. The researcher with the aid of the questionnaire sought information from 195 pupils on the various reasons that motivated them to attend school. Respondents gave several responses as shown in Table 4.4.

Table 4.4 Responses on Selected Environmental Factors Influencing School Attendance

Why I attend school	SA %	A %	U %	D %	SD %	Non-response%	Total
Children of my age are going	116(59)	43(22)	6(3)	3(2)	19(10)	8(4)	195
My parents tell me to go to school	137(70)	39(20)	5(3)	8(4)	6(3)	-	195
To get a good job in future	139(71)	16(8)	6(3)	5(3)	18(9)	11(6)	195
To get food at school	64(33)	16(8)	16(8)	14(7)	78(40)	7(4)	195
To be rich when I grow up	134(69)	19(10)	8(4)	8(4)	18(8)	8(4)	195
To avoid cattle rustling induced insecurity	106(54)	23(12)	9(5)	13(7)	38(19)	7(4)	195
To benefit from free primary education	134(69)	19(10)	4(2)	8(4)	21(11)	9(5)	195
To avoid forced marriage	69(35)	25(13)	26(13)	17(9)	54(28)	4(2)	195
To avoid taking care of our livestock	70(36)	45(23)	16(8)	19(10)	43(22)	2(1)	195
To be like my parents who also went to school	130(67)	27(14)	5(3)	10(5)	18(9)	5(3)	195
To live in areas having plenty of rainfall (highlands)	119(61)	23(12)	6(3)	26(13)	10(5)	11(6)	195
To avoid initiation such as F.G.M/ circumcision	79(41)	21(11)	12(6)	7(4)	75(38)	1(0.5)	195
Encouragement from church and pastors	133(68)	22(11)	9(5)	5(3)	21(11)	5(3)	195
To know how to read and write	162(83)	16(8)	6(3)	2(1)	3(2)	6(3)	195
To be like my elder brothers and sisters	154(79)	14(7)	9(5)	6(3)	9(5)	3(2)	195

The finding from Table 4.4 above reveals that pupils attend school because there are a number of accrued benefits from it.

Desire to know how to read and write; this took the center stage as the main reason for school attendance of which 162(83%) of the respondents strongly agreed to it. As stated earlier, pupils go to school because of the curiosity to learn caused by either seeing their other siblings read or other children within their environment.

Economic factors; A substantial number 139 (71%) desired a good job in future and 134(69%) wanted to be rich. This could be attributed to the harsh climatic condition in the region rendering them poor. FPE also played a role as a motivator for school attendance 134 (69%) agreed to it. The desire of 119(61%) respondents is to live in the highlands because it is presumed that in the highlands, there is plenty of food and water - commodities which are rare in dry lands.

Encouragement from family and community; this featured as a force behind school attendance. Parents constantly encourage pupils to go to school. This contributed 137 (70 %) and 133(68%) were encouraged by church and pastors. This is in line with the findings of Wikins (2001). School attendance was also enhanced by the fact that pupils desired to emulate their elder brothers and sisters who have succeeded in life 154 (79%) and 130 (67%) wanted to be like their parents who also went to school. Others 116 (59%) strongly agreed to the fact that they go to school because their age mates were also doing so.

It is interesting to note that 75 (38%), 54(28%) and 38(19%) strongly disagreed to the fact that they attend school to avoid initiation, forced marriage and cattle induced insecurity respectively. Another 43 (22%) also strongly disagreed to the fact that when they attend school they avoid taking care of livestock. The possibility is that these practices may still be highly valued in the society and are still practiced alongside school attendance.

It is clear that the desire to know how to read and write is a very strong motivator for school attendance attracting over 89% of the respondents. This is in conformity to

theory and expectation as few learners go to school for its own sake. Besides, lack of basic needs is a threat to humans' very existence. As to whether food is a motivator for school attendance or not the results reveals that 33 per cent of the respondents strongly agreed that it was. While the statistics may be true, it may also reflect some embarrassment associated with one going to school so as to get food. Whether consciously or unconsciously especially in the conflict prone arid and semi arid lands, food is an incentive or motivator for school attendance. The high proportion of 8 per cent respondents who were undecided may also reflect this dilemma and embarrassment of being motivated by food especially among upper classes.

Mkutu (2000) cited child labour as a major hindrance to school attendance. This agreed with the findings whereby 30 % of the respondents strongly agreed to the fact that attending school was a way of escaping responsibilities like herding animals and babysitting. In conclusion, pupils go to school because of the benefits attached to it mainly the desire to know how to read and write and the possibility of living a better life in future.

4.3.1 Qualitative Description on the contribution of Selected Environmental Factors on School Attendance

The researcher was also interested in knowing the environmental factors that affect school attendance. Six pupils per school of standard seven and eight were interviewed. From earlier statistics, there was an indication that school attendance declines as pupils progress to the next level with an exception of class seven whose big number was attributed to repetition. Views from representative respondents from class seven and eight are given in form of themes as outlined below;

Researcher: What are your views on circumcision and early marriage in your area of residence?

Respondent 001 from STN: My sister was circumcised last year after finishing class eight. She is now at home and has not gone to school though she had passed in her exams and was called to go to Kiserian Secondary. She told me that she will get a baby soon and I am not happy, I want my sister to go to school.

Researcher: How has circumcision affected school attendance in your community?

Respondent 002 from STN: my brother came home for half term from the neighboring secondary school (Kiserian) but was taken for circumcision. It is now three months and he is still in the bush. I do not know whether my brother will go back to school.

Researcher: How long do these ceremonies take?

Respondent 002 from LRK: My brother went to be a man in December and I did not see him for two months. When he came back he said that he wants to get cows for himself so that he can bring a girl home.

These traditional practices like circumcision are prevalent in this region. The sentiments by Njau and Wamahiu (1994) indicate that in some communities, circumcision ceremonies take a long time hence eating into the school calendar and hence absenteeism. In addition, after circumcision, boys do not see the need to go to school instead they would want to take part in practices like cattle rustling which are considered prestigious and brings quick earnings which are at times used to pay bride wealth.

From the responses above there is a clear indication that pregnancies and early marriage negatively affected school attendance. Most of the girls dropped out of school to get married especially after initiation. At times they are forced into marriage with old men.

Researcher: How many meals do you take per day?

Respondent 003 from CPY: In our home we lack food and so many other things. In most cases we sleep mouth empty the whole day and especially days when the government has not given maize and beans to school. At times I look for work to get money to buy food. Also at times I do not go to school because I have nothing to use as a girl and I fear making my clothes dirty. We are ten children and eight children of our other mother.

Researcher: What do you do if you do not get food to eat?

Respondent 004 of SNN: Many times we drink 'busaa' or its remainder as food because it is easy to get. At times I get drunk and fail to go to school. Some of my friends have become used to it and left school.

Researcher: What are the problems you get in school?

Respondent 002: I was forced by the head master to go home because my mother did not give me 25 shillings for exam. My uniform also got finished and is full of holes. My mother wanted to first buy a desk for my brother who is entering class one.

Despite the fact that the government offers FPE, not everything is catered for in that kitty. It is also evident from the above citations that most of the families in Marigat Sub-County lived in abject poverty which adversely affected school attendance. Pupils lack necessities like school uniform, exam fee and at times they are required to buy furniture. Diseases; Marigat Sub-County is an area invested by mosquitoes. Malaria is prevalent in the region. Health facilities are also far and scarce. The following responses agreed with the above sentiments;

Researcher: When somebody gets sick, where do you take him for medication?

Respondent 006 of LGM: Hospitals here are very far in fact I did not go to school for two weeks because I was sick of malaria. My parents gave me herbs which did not heal me and they later carried me to hospital which is very far.

Researcher: How safe is this village where you live?

Respondent 002 of LGM: Insecurity is a major challenge. My father and other men were sitting under a tree yesterday talking about our neighbors who have made us to sleep outside after burning our house. All of them have fire because they can come back to kill us.

This situation was evidenced by the arrival of the researcher at the school. Most of the pupils rushed to the bush at the sight of the vehicle. They were suspicious of being invaded again. It took the intervention of the teachers for the pupils to come back. Houses in places surrounding LRK and LGM primary schools were also burnt down by their neighboring tribe and livestock were stolen.

Researcher: How do you assist your parents at home?

Respondent 005 in ALGM: I don't want to remain at home because I am given a lot of daily work like fetching water and firewood as well as milking of animals which at times makes me not to go to school. I also go to school to avoid 'bad thing' like taking care of a baby. Whenever I remain at home I am forced to take care of my little brother.

From the sentiments of Respondent from SKT Primary School, insecurity was prevalent in the region and it negatively affected school attendance in Marigat Sub-County. Child labour was also cited as a hindrance to school attendance

However he did not see it as a hindrance because it was their way of life. They earned a living from the cattle acquired from raids. He said;

Researcher: Are there days which you do not go to school?

Respondent 003: I take care of our cows two times in a week and my other brothers do the other three days. At times we move with them to where there is water and grass in term one.

Researcher: Do your parents encourage you to go to school and what difficulties do you encounter?

Respondent 001 of ALGM: Going to school is a must for me. I wake up as early as 4.00 AM in the morning to do work in the kitchen so that I do not get late or

absent. However I did not go to school last week because there was rain which made River Perrkerra full. At times when it rains when we are still in school, we sleep in our friends' homes. I wish the government can build a bridge in order for us not to miss school.

This agrees with what was documented by Government of Kenya (2009) that Marigat experiences flash floods that deter pupils from going to school, however, despite these challenges, there was evidence that pupils attend school. Child labour was also prevalent in this area. Pupils missed school in order to take care of cattle.

4.4. Reasons for School Attendance

The researcher posed questions regarding the reasons for school attendance.

Researcher: why do you like going to school?

Respondent 007 of KSL: I want to live a better life; our family is very poor. I want to go to school so that I live better life in future. I thank the government for the free food which has really helped because I get food in school and I do not miss class. **Researcher:** Are your parents concerned about your education?

Respondent 007 of KSL: My parents have little money and are able of sending me to school. Both are primary school teachers. They buy me school requirements like uniform, stationary, textbooks, personal needs among others. They often encourage me to work hard in school so as to pass my exam and be somebody better than them in future.

As earlier indicated by Little, Barret Cellarius Copper and Smith (2001) that cultural practices affect school attendance, the citations from pupils in this sub county indicate numerous challenges encountered as they seek to attend school. Despite this fact, pupils still attend school because there are benefits attached to it. Cultural practices and Child labour were mentioned as factors that negate school attendance. To avoid

this, pupils go to school to avoid taking care of babies, livestock as well as assisting in the kitchen chores.

In the face of these challenges school attendance is expected to be very low, however, pupils struggled to break through these challenges. This is an indication that pupils are intrinsically motivated to attend school despite the hardships.

Table.4.5. Respondents views about their Role Models.

My Role Models	S.A %	A%	U%	D%	S.D %	TOTAL
My parents	181 (93)	7 (4)	3 (2)	1 (0.5)	3(2)	195
My brothers & sisters	163 (84)	28 (14)	1 (0.5)	3(2)	10(0.5)	195
Our neighbors	156(80)	20 (10)	5(3)	3(2)	11(6)	195
Our Pastors	149 (76)	20 (10)	9(5)	7(4)	10(5)	195
Those with good jobs	161 (83)	20 (10)	5(3)	3(2)	6(3)	195
Secondary school students	158 (81)	22 (11)	5(3)	5(3)	5(3)	195
College & university students	165 (86)	15 (8)	6(3)	2(1)	5(3)	195
Local administrators such as chiefs	143 (73)	24 (12)	4(2)	6(3)	18(9)	195
Teachers	178 (91)	8 (4)	1(0.5)	4(2)	4(2)	195

From the findings above role models played a key role in school attendance. This is a situation where a pupil admires one's lifestyle and desires to take the same path like him or her in future. From the study 181 (93%) of the respondents cited their parents and 178 (91%) mentioned their teachers as their models. This could be attributed to the fact that these people live and interact with them daily. As seen earlier most parents had attained primary level of education and above, therefore their children may want to take it a notch higher. Teachers may also be admired because of their living standards in comparison to the rest of the members of the community. Those who were inspired by their brothers and sisters constituted 163(84%). This percentage is lower than that of parents and teachers because could be some of the respondents were the first born or their elder siblings may have dropped out of school hence could not act as role models. Those neighbors who qualified with certificates and university degrees and with lucrative jobs also acted as role models to pupils.

It is important to note that pastors and local administrators are least admired 18(9%). This could be attributed to fact that the administrative units of the government are far away due to vast nature of the land. There could also be less interaction with the pastors because churches could be very far. Notable also is the number of respondents

10(5%) who strongly disagreed that pastors are their role models. There is a possibility that some pastors are illiterate or poor and therefore could not be admired by a sizeable number of pupils. These findings agree with what was stated earlier by Wikins (2001) that role modeling is an important motivational tool which encourages children to participate in education by attending school. Lockwood, Jordan and Kunda, (2002) in their study indicated that humans learn through role modeling.

4.5. Qualitative Description on Role Models as Motivation for School Attendance

In order to seek in-depth information on the contribution of role models in motivating pupils to attend school, 6 pupils per school were interviewed and outstanding views from five were brought into the study. Codes are used in place of the real names of the respondents to conceal their identity.

Researcher: Do you know anybody in this area who is rich because he/she went to school?

Respondent 006 from SLBN: My immediate neighbor is a renowned lawyer and also works with IEBC. He has a good house and has also constructed one for his parents. His children are schooling in Nairobi and his first born is already having a good job. I also know of my area Member of Parliament who was initially working as a civil servant immediately she became an MP became rich. The respondent says added, “She comes home in many colors of good vehicles and gives out a lot of money in harambee.”

Respondent 005 of NYB (in addition said): I have a cousin brother who is a doctor. He said that he completed university education two years ago.

“He has a lot of money because his brothers and sisters in secondary schools are not chased home to bring money the way they used to. He has a good car and does not struggle to reach home.”

Researcher: Do you admire the rich people in this area?

Respondent 004 of SLBN: I strongly admire them. Everyone wants to be near them. They do not sleep mouth and have many clothes. I wish to be like them so that I can support my brothers and sisters who are often sent home for fees. There is a doctor who inspired me through motivational talks in school and supported me through buying of textbooks because I did well in my exams.

Respondent 002 of ALGM: I do not admire these rich people so much. They are very busy people and rarely interact with our village mates especially in cattle acquisition and initiation ceremonies. They rarely come to our village because they have a lot of work. Their parents say that that they are not helped. However I would wish that these rich people come home when taking boys and girls to the bush and going to bring back our cows from the neighbors.

Ingule, Ndambuki and Rono (1996) indicated that there is a heavy reliance on role models to demonstrate desirable behaviors. This agrees with the findings in that respondents desired to be like their role models in future hence the need and motivation to go to school. The knowledge of rich people who acquired wealth because they went to school was also a strong motivation to them. Respondents mentioned successful lawyers, doctors and politicians in the area who despite the hardships they went through, have succeeded and are rich courtesy of going to school.

As Rajab (2011) indicated that success among learners was attributed to role models, pupils in Marigat strongly admire the local rich educated individuals. Their way of life encouraged them and these models also gave them some moral and material support. It is important to note that despite the fact that respondents strongly agreed that role models have contributed to their school attendance, Respondent 006 a class seven of SKT Primary criticized them because they have abandoned their cultural practices that were highly valued in their society. It is interesting to note that cattle rustling and initiation is highly valued even among the respondents as mentioned Respondent 004 a class eight of KSL who wished that these learned rich individuals could participate in their cultural practices like cattle rustling. He also complained that some of them do not help their parents and siblings as expected. Thus in my view, the rich local educated people should continue to maintain their role as good role models. This will help motivate the pupils to continue attending school. However, cultural

practices like circumcision of girls should be condemned in the strongest terms possible.

In general, these results point to role modeling as a strong motivator for school attendance. Thus the groups of people who acted as role models to pupils were their parents, college and university students' brothers and sisters and those having good jobs.

4.6 Responses on Reasons why Parents Send their Children to School

In addition to the contribution of role models as motivators to school attendance, most important also was the contribution of parents to motivation for school attendance. The study sought views from pupils as to what they thought motivates their parents to send them to school. Interview schedules were administered and outstanding views from respondents are outlined below.

Researcher: why do your parents send you to school?

Respondent 006 in LGM: My want me to have a good job and be rich in future.

They also want me to know how to read and write so that I can be able to help them read the bible and letters. They also expect me to help them in educating his siblings in future. We are nine in our family and I am number five. My bigger brothers are in high school and my parents have sold a lot of cattle to take us to read. I hope to get a good job so that I can help them.

The situation was a bit different for respondent 003 a class eight of CPY whose findings from the interview reveal that parents were quite supportive in terms of school attendance. He said;

Respondent 003 CPY: In our home, you can only remain at home if you are sick. My

father wants us to go to school. He says that since he did not reach university, he would like us to reach there. I am the last born in a family of five; three my siblings are working and one is in high school. My parents tell me to

work hard to reach where my other brothers have because I am helped by my parents and my brothers.

Things were different for respondent 005. For the girl child school attendance seem to be threatened in some cases.

Respondent 005 of CPY: all my sisters were married off when they completed primary school. I am the only one still in school courtesy of my mother who succeeded to convince my father to allow me go to high school when I completed primary education. She would want me in future to get a good job and assist her financially.

It is apparent from the results that parents played a vital role in encouraging learners to go to school. From earlier statistics, most parents had attained primary school education hence desired their children to go even beyond. However, there were instances where pupil faced resistance to school attendance as was the case with respondent 005 a class eight of CPY. Insecurity may not be seen as a problem since cattle rustling induced insecurity may be a way of acquiring wealth. Most parents in summary wanted their children to learn and have a good future life - Central to this is the desire to be rich. This agrees with the findings of Adams and Baronberg (2005) that linked parents' financial stability and level of education to school attendance

4.7. Challenges Faced by Pupils as they seek to Attend School

It is clear from the information above that pupils were motivated to attend school by role models and parents. It was also important to note that this quest for knowledge was met with various challenges. 195 respondents in class five and six responded to the questions in the questionnaire and the responses were as follows;

Table 4.6 Challenges Faced by Respondents as they seek to Attend School

Challenge	Frequency (f)	Percentage (%)
1.) Drought	5	2.54
2) Insecurity	28	14.21

3) Lack of food	24	
12.18		
4) Lack of fees	22	11.28
5) Poverty	20	11.15
6) Long distance to school	16	8.12
7) Lack of school uniform	14	7.10
8) Herding livestock	12	6.57
9) Lack of shelter	8	4.56
10) Early marriage	7	3.55
11) Orphan hood due to rustling	7	3.55
12) Cattle rustling	6	3.04
13) A lot of work given to girls	6	3.04
14) Parents' ignorance	4	2.03
15) Drug abuse e.g. alcohol	4	2.03
16) Babysitting	4	1.52
17) Pregnancy	3	1.52
18) Lack of books	3	1.52
19) Monthly period challenges	1	0.51
20) Poor performance	1	0.51
Total	195	100%

From the findings listed in the table (4.6) above, Poverty 20 (11.15%) and poverty related factors, food 24 (12.18%), lack of fees 23 (11.67) and lack of uniform 14(7.1%) among others were indicated as the major challenge to school attendance. Insecurity due to cattle rustling related conflicts is also a major challenge. 28(14.21%) respondents indicated this as per frequency of occurrence. Another notable challenge that respondents cited was child labour with 13 (6.59%) saying at times were involved in herding livestock, 6 (3.04%) did a lot of work at home and 4(1.52) baby sat. Traditional practices like early marriage 7(3.55%) and drug abuse (alcohol 4(2.03%) were mentioned as a hindrance to school attendance. orphan hood came up largely due to parents who died in cattle raid related conflicts. Due to the vast nature of land, some pupils found it difficult to reach school because of the long distance they covered every day. 16(8.12%) mentioned this as a challenge. Other challenges faced by respondents as they seek to attend school as captured in table 4.6 include lack of school uniform and herding livestock (7.1 and 6.57% respectively), lack of shelter 4,56%, early marriage 3.55% and orphan hood due to cattle rustling 3.55. Cattle

rustling and child labour 3.04 %, parental ignorance and alcohol abuse 2.03% among others.

4.8. Rates of School Attendance versus enrolment

The researcher was also interested in finding out the rates of school attendance versus the enrolment across the ten schools in the last six consecutive weeks. Class teachers assisted by handing in their class registers and weekly attendance recorded within one hour since it is a school regulation for the class teacher to do weekly summaries. Document analysis was done and the results are indicated in appendix A.

Findings from Appendix A shows that the rate absenteeism is very high and there is no single week that registered full attendance. Results indicates that STN has the highest enrollment with class 5 being the highest (62) however as pupils progress from one class to another, their population declines which could be attributed to dropouts and transfers. This is a school near Marigat Town and it is mainly cosmopolitan. It receives pupils from people working in the irrigation scheme as well as the local inhabitants hence the fairly high population of pupils. KSL Primary School had the lowest enrollment and attendance. Enrollment ranged between 10 and 12. Information from the field indicated that the place is characterized by cattle rustling hence insecurity. In the very day the research was undertaken, pupils disappeared from the school compound upon the arrival of the researcher who was in a private car. It took the effort of the teachers to convince them to come back. This was a strong indicator that insecurity is prevalent in the area and it is associated with strangers. Pupils' absenteeism was also associated with cattle rustling whereby boys were engaged in it. This is in line with the sentiments of Mkutu (2000) about the cattle economy where boys were introduced to grazing at the age of five. This required them to spend most of the time with the family's cattle. As indicated earlier by Verlag (1989), teachers also attributed absenteeism to the rains in some seasons whereby floods hindered some students from going to school. G.O.K (2009) also

agreed with the findings that at times pupils remained at home due to lack of basic needs like food. A teacher in question indicated that the month of November was hard hit because pupils were withdrawn from school in order to prepare for initiation ceremonies. This is in line with the findings of Galgalo (2008) who noted that traditional practices like FGM interfered with school attendance. Despite all these challenges, pupils attend school because of the benefits attached to it.

In SNN, class seven had the majority of pupils (37) compared to other classes. There is a possibility that pupils in this school are forced to repeat in an attempt to improve the results hence soaring the numbers in this class. In addition, some schools never had all students present in any of the six weeks. This was the case in STN (class 5 and 6) and LRK (class 6). This could have been attributed to dropouts or transfers to other schools.

Findings from this research agrees with earlier studies which suggest that family's socio-economic status wield a significant influence on the likelihood that students will attend school regularly (Crowder & South, 2003). According to Dachter (1982) children in poor background are more likely than children from wealthier neighborhoods to drop out of school because among other reasons, lower social economic status schools have fewer resources to meet students' diverse needs, are less staffed and receive less support from parents. These challenges faced by pupils in the region contribute negatively on school attendance.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The study sought to examine the motivation for school attendance in dry conflict prone areas of Marigat Sub-County. This is an area characterized by incidences of insecurity due to cattle rustling. It has also suffered drought related challenges and therefore poverty level is high. This chapter gives a summary of the major findings, conclusion based on the findings of the study and recommendations. Suggestion for further research is also given.

5.2 Summary of the Major Findings

The findings on the background information of the respondents indicate that most of the pupils in Marigat Sub-County were boys and as a result, the researcher had more boys than girls being involved in the study. Most of the pupils were aged 13 years and very few were aged 14 years. The average enrollment across the ten schools was 29, a number which is still very low, meaning that there could be a large number of pupils who are not going to school. On the level of education of the parents, findings indicated that most of them attained only primary education with very few mothers proceeding to secondary school compared to fathers. This is an indication that there is gender disparity in the attainment of education.

On the contribution of selected environmental factors, the study findings indicate that initiation and FGM played a part in school attendance. A number of girls went to school in order to avoid these practices which hinder education. Despite the long distances covered every morning and evening and at times challenges related to floods, children still went to school in the hope of bettering their lives in future.

Learners faced various challenges as they sought to attend school. Pupils cited drought, poverty, child labour among others. All these challenges could be overcome

through school attendance because education is a sure way of securing the future. A pupil for example who goes to school automatically cannot baby sit and if he or she pursues education to higher levels can secure a good job.

Role models featured as strong motivators for school attendance. Parents, teachers, elder brothers and sisters motivated learners to go to school. These are people who were not only close to the learners but also interact with them daily physically and even emotionally. Secondary school, college and university students also acted as powerful role models. The educated with good jobs also motivated learners. Pupils desired to be good role models in the society and to help one's parents in future.

Pupils had various reasons for school attendance. The desire to read and write featured as the main reason for school attendance. Pupils dared to go to school in the face of conflicts like cattle rustling, counterproductive practices like FGM and poverty which are prevalent in the region. This attendance is pegged on the fact that education in future brings numerous benefits to the learner like riches and the possibility to relocate to the highlands in order to evade the harsh climatic conditions in the area. Another notable finding was that pupils were motivated to attend school in order to avoid retrogressive practices like child labour which is manifested in herding livestock, doing domestic chores and looking after babies especially for girls. Others were driven by the desire to benefit from free primary education.

From the findings parents send children to school to learn in the hope that they will get good jobs and be rich in future. It is also believed that education grooms good leaders who can restore security in the community in future. All these benefits to school attendance drive the learners to go to school amidst the unfavorable conditions. On the rates of school attendance, it was discovered that attendance versus enrollment

was still very low with some schools having as low as 10 pupils enrolled in a class and in some particular weeks an average of only 8 pupils attended school.

5.3 Conclusion

From the study, environmental factors contribute to school attendance. The high levels of motivation for school attendance among upper primary school learners is due to the fact that there are benefits attached to it like knowing how to read and write and getting a good job in future among others. Since education has numerous benefits, the government through its leaders should take lead in championing forums where parents and pupils are enlightened more on the benefits of school attendance. This will improve on the enrollment of pupils and more so girls.

Despite the apparent challenges posed by the harsh environment and resource based conflicts, learners still go to school in the hope that schooling will assist them to come out of the challenges. More human and physical resources such as teachers, education officers and infrastructure need to be provided to improve the rates of attendance and motivation of learners in the harsh, resource deficient and conflict prone arid and semi-arid lands. The apparently motivated learners need to be assisted to overcome or at least cope up with the numerous prevailing challenges. Since rates of school attendance are still very low in Marigat Sub-County action should be taken on those parents who fail to take their children to school by engaging them in retrogressive practices like child labour and early marriage.

Role models are also motivators for school attendance therefore school administrators and the community at large should be encouraged to organize motivational talks with the learners. This was evident from the study in Nyanza where role models contributed to the success of girls in KCPE (Rajab, 2011).

5.4 Recommendations

The findings indicated that the average number of pupils per class was low in Marigat Sub-County. The government needs to ensure that all children of school going age should not miss out on education by failing to attend school. This can be done through consistent supply of food through SFP. The more the pupils enrolled in school the more enlightened and economically strong the society is. School resources should also be fully exploited; the human and physical resources without overstressing or underutilizing them. Most parents either attained only primary level of education or never went to school. The number of parents with post primary and higher education are very few meaning that a very big percentage of the population is semi illiterate. This worrying trend and should be addressed as it exerts adverse effects on the learners' education. There is a possibility that parents who are not learned may not bother to take their children to school.

Many young girls need to be taken to school as a way of rescuing them from early marriage and pregnancy. Some schools can be identified as rescue centres so that those under threat may take refuge. Forced marriage should be addressed too and those involved should be arrested and prosecuted as per the law. Parents should be educated and encouraged to take their children to school and counterproductive practices such as female genital mutilation and early marriage of young girls. Involvement of boys in cattle rustling and initiation related activities like moranism which consumes a lot of time and causes insecurity should also be dealt with by the government to give the learner a peaceful and conducive environment. Security personnel should be deployed and be fully equipped and funded to fight this menace. The government should address the various challenges emanating from poverty by subsidizing education to ensure that there is consistent supply of food under the SFP. The existing irrigation scheme in the area (Perrkerra) should be expanded in order to address the problem of food in the community and also communities are encouraged to venture into other means of livelihood other than depending entirely on livestock.

Members of the family-parents, brothers and sisters need to be enlightened and encouraged to double up their efforts as role models for pupils. This will boost education standards by increasing school attendance. Retrogressive practices such as baby sitting at the expense of school attendance should be discouraged and also cattle rustling, moranism and time wasting in traditional dancing.

To this end enhanced adults education should be introduced and sustained. The noble reasons for school attendance should be supported by all the stakeholders including the government, community and non-governmental organizations. The government and other education stakeholders should focus their efforts and fight to eradicate negative cultural and traditional practices which negate school attendance for instance early pregnancy and marriage among girls, insecurity including food insecurity, drug abuse for instance alcoholism and livestock herding among school going children. Education of parents and all community members on the dividends of education should be enhanced. Poverty and all its manifestation should be addressed so as to empower parents to release their children to school. Other challenges facing learners as they seek to attend school such as long distance to school, lack of school uniforms, lack of shelter, much work being given to girls and monthly period related challenges should also be addressed.

5.5 Suggestions for Further Research

Further research should focus on the reasons for the persistence of these challenges on education despite our 50 years of independence and the massive government and non-governmental investment in education. Specifically research needs to be done on the mechanisms and ways of reducing and eventually eradicating cattle rustling and related resource based conflicts and addressing counterproductive cultural and traditional practices such as early marriage of girls and female genital mutilation.

Effective intervention measures like putting more land under the irrigation scheme can be done to alleviate poverty related challenges especially those affecting pupils from humble backgrounds. Primary school graduates can be engaged in productive activities like small farming and youth programs especially during the holidays to keep them busy.

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**APPENDIX A: Rates of School Attendance in Ten Schools in Marigat Sub
County**

OVERAL	WEEK	CLASS 5	CLASS 6	CLASS 7	CLASS 8
STN	Enrolment	62	53	44	42
Attendance	1	54	46	44	41
	2	56	48	42	42
	3	56	48	44	40
	4	57	50	41	38
	5	61	52	44	42
	6	54	50	44	40
Average		56	49	43	40
LRK	Enrolment	48	39	23	24
Attendance	1	48	37	22	22
	2	48	36	22	21
	3	48	38	20	21
	4	45	38	23	21
	5	47	37	21	21
	6	48	38	23	21
Average		47	37	21	21
CPY	Enrolment	15	17	18	18
Attendance	1	15	15	18	17
	2	11	17	18	18
	3	10	15	16	18
	4	15	17	15	16
	5	8	17	18	17
	6	14	17	16	18
Average		12	16	17	17

SNN	Enrolment	30	26	37	31
Attendance	1	14	20	31	30
	2	23	23	33	30
	3	18	26	33	31
	4	21	26	37	30
	5	18	24	35	30
	6	23	26	37	31
Average		20	24	34	30
NYB	Enrolment	21	35	49	15
Attendance	1	20	34	48	15
	2	21	33	48	14
	3	20	35	49	13
	4	18	34	47	14
	5	20	35	48	15
	6	21	34	49	15
Average		20	34	48	14
LGM	Enrolment	55	23	24	18
Attendance	1	54	20	23	13
	2	55	23	23	17
	3	53	22	23	18
	4	55	21	25	16
	5	54	19	23	11
	6	54	23	23	14
Average		54	21	23	14
SKT	Enrolment	33	24	39	18
Attendance	1	18	8	16	11
	2	32	26	38	16
	3	30	28	37	15
	4	20	11	18	17
	5	33	20	31	18
	6	32	23	17	18
Average		28	19	26	16
ALGM	Enrolment	44	45	46	14
Attendance	1	43	22	44	14
	2	43	38	42	14
	3	42	40	44	14
	4	43	45	44	14
	5	42	43	45	14
	6	43	45	45	14
Average		43	39	44	14

SLB	Enrolment	18	16	19	30
Attendance	1	13	16	19	18
	2	16	13	17	29
	3	17	13	16	27
	4	16	12	18	28
	5	16	14	16	29
	6	15	12	15	28
Average		16	13	17	27
KSL	Enrolment	10	12	11	10
Attendance	1	10	11	9	9
	2	9	12	11	10
	3	10	10	10	8
	4	8	9	11	9
	5	10	11	9	10
	6	9	11	10	9
Average		9	11	10	9

APPENDIX B: Pupils Questionnaire for Class 5 and 6

Dear Respondent

The information you give will be treated with confidentiality. Please answer the questions below to the best of your knowledge by ticking in the spaces provided where applicable.

SECTION A: BACKGROUND INFORMATION

(1) Gender: Male
 Female

(2) Age in years. Under 10 11 12 13
 14 and Above

(3) Class. Tick appropriately

5 6

4) How many pupils are enrolled in your class?

5) My parents level of education. Tick appropriately

	Not gone to school	Primary	Secondary	College	University
Father	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mother	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section B. Answer the following questions by ticking appropriately using the options; Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) and Strongly Disagree (SD).

	S	A	U	D	SD
I GO TO SCHOOL BECAUSE;	A				
i) Children of my age are also going to school					
ii) My Parents tell me to go to school					
iii) So that I get a good job in future					
iv) So that I get food at school					
v) To become rich when I grow up					
vi) I want to avoid cattle rustling induced insecurity					
vii) I would benefit from free primary education					
viii) I do not want to be forced to get married					
ix) I do not want to take care of our livestock					
x) I want to be like my parents who also went to school					
xi) I want to live in places where there is rain (highlands)					
xii) I would like to avoid being initiated					
xiii) The church and pastors encourage us to go to school					
xiv) I want to know how to read and write					
xv) I want to be like my elder brothers and sisters					

SECTION C

The following are groups of people encouraged me to go to school

DESCRIPTION	SA	A	U	D	SD
i) My parents					
ii) My brothers and sisters					
iii) Our neighbors					
iv) Our pastor					
v) Those with good jobs					
vi) Secondary school students					
vii) College and university students					
viii) Local administrators like the area chief					
ix) Teachers					

What challenges do pupils face as they seek to attend school? (You may tick more than one)

Challenge

- | | |
|----------------------------------|-----|
| 1.) Drought | () |
| 2) Insecurity | () |
| 3) Lack of food | () |
| 4) Lack of fees | () |
| 5) Poverty | () |
| 6) Long distance to school | () |
| 7) Lack of school uniform | () |
| 8) Herding livestock | () |
| 9) Lack of shelter | () |
| 10) Early marriage | () |
| 11) Orphan hood due to rustling | () |
| 12) Cattle rustling | () |
| 13) A lot of work given to girls | () |
| 14) Parents' ignorance | () |
| 15) Drug abuse e.g. alcohol | () |
| 16) Babysitting | () |
| 17) Pregnancy | () |
| 18) Lack of books | () |
| 19) Monthly period challenges | () |
| 20) Poor performance | () |

Is there any other challenge? Specify

APPENDIX C: Interview Schedule for Upper Primary Pupils (Class 7 & 8)

The information you give in this interview schedule will be treated with confidentiality. Please give your honest response.

Motivation for pupils to attend school in the conflict prone areas of Marigat District

1. a) What encourages you to go to school?
 - b) What do you think makes your parents to send you to school?
2. What environmental factors affect school attendance in your area?
3. Do you know of people in your area who are rich because they went to school?
4. Do you wish to be like them?
5. How much do you admire rich people whom you have mentioned in question 4 above?

APPENDIX D: Document Analysis

SchoolClass

Number of pupils enrolled

Week	1	2	3	4	5	6
Average attendance per week						

APPENDIX E: Map of Study Area

MINISTRY OF EDUCATION SCIENCE & TECHNOLOGY



DISTRICT EDUCATION OFFICE
MARIGAT DISTRICT
P.O. BOX 82-30403,
MARIGAT

31ST JULY 2014

REF: MAR/EDU/ATT.GEN/112/VOL.1/10

HEAD TEACHERS OF PUBLIC
PRIMARY SCHOOLS,
MARIGAT SUB-COUNTY,
MARIGAT.

REF: RESEARCH AUTHORIZATION FOR KOMEN RAEI. -(EDU/PGP/1016/10).

The the above named Student has been granted Permission to carry out research on Factors Influencing Motivation for School Attendance in Conflict Prone Areas in Public Primary Schools in Marigat Sub - county.

Please accord her necessary Co-operation to enable her collect data from the primary the Schools.

Thanks

Ogada Peter Otieno
For: Sub-County Director of Education
MARIGAT.

SUB-COUNTY EDUCATION OFFICER
MARIGAT.

APPENDIX G: Research Authorization



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

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Date

NACOSTI/P/16/58419/7992

3rd May, 2016

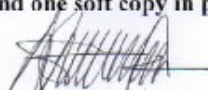
Rael J Komen
Moi University
P.O Box 3900-30100
ELDORET.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "***Factors influencing motivation for school attendance in conflict prone areas: A study of primary schools in Marigat District, Baringo Sub-County.***" I am pleased to inform you that you have been authorized to undertake research in **Baringo County** for the period ending **4th May, 2017.**

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

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


DR. STEPHEN K. KIBIRU, PhD.
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Baringo County.

The County Director of Education
Baringo County.