

Mount Kenya University

Institutional Repository

<https://erepository.mku.ac.ke>

Projects and Business plans

School of Education

2015-08

An investigation of education in Rural development process in Turkana South sub-county

Matet, Nakucho Doreen

Mount Kenya University

<http://erepository.mku.ac.ke/handle/123456789/2110>

Downloaded from Mount Kenya University, Institutional repository

**AN INVESTIGATION INTO IMPACT OF EDUCATION IN RURAL DEVELOPMENT
PROCESS IN TURKANA SOUTH SUB COUNTY**

BY

NAKUCHO DOREEN MATET

BEDA/000513/312/13848

**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL
COMMUNICATION AND TECHNOLOGY IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF BACHELOR OF EDUCATION DEGREE OF
MOUNT KENYA UNIVERSITY**

AUGUST, 2015

ABSTRACT

Kenya is a country in Africa continent located in East of Africa close to the Indian ocean to the east, Kenya is surrounded by English-speaking countries; Uganda, Tanzania and Ethiopia. Kenya is a third world country which means it is a developing country. However, the fact that most of the population reside in the rural areas indicate that rural areas need more of infrastructural development such as good roads, electricity, good and well equipped schools for the growth and betterment of the people living in the rural areas. But in Kenya, the reverse is the case. More attention is given to the urban center for the detriment of the rural areas, as a result of the notion that urban centre are more populated; so they need more basic infrastructure than the rural areas. This perception has caused imbalance between the urban centre and the rural dwellers by creating a wide gap. By this gap the urban centre are growing immensely living the rural areas in a state of stagnation and depreciation which is growing at an alarming rate. In the case of Turkana County being one of the largest counties with a population of about 1 million people in which 74% of them living in the rural areas lack basic infrastructure for growth and development. Moreover, it is generally agreed that education has impact more substantially in rural area development process in developing nations. Therefore, education has a controlling influence over the development of rural societies, communities, individual or group of individuals and families which leads to the reduction of low income rate, poverty and rural-urban migration. Although, education has made a significant impact on rural areas in terms of marking personnel maintenance, system of supplying farm production, health care and good governance, but failure of government to tackle rural development and recognition of the importance of rural areas and rural people to the economic development still remains an issue. The major aim of education is learning which is achieved through the teaching and learning process. Education brings grace to the body and nobility to the mind. Until man in his physical and sensuous mode of being has been accustomed to the laws of beauty, he is not capable of spiritual libert. Therefore education would be incomplete without due consideration being given to rural areas. Education holds a significant place in this regard, so far as it forms a very convenient and powerful medium for individuals express themselves in a variety of ways in any situation including his mental skill in relation to overall academic performance. However, it is sad to note that some schools in rural areas have no rooms allocated for teaching even some with class rooms lack furniture; in some schools, teaching is carried on in makeshift classrooms and this can be uninspiring and boring. Inadequate and half-baked teachers in some secondary schools are also an issue of concern in this study (Madeki S.J (2008). Education impacts social change, by improving individual social position as well as standard of living. Education also increases critical ability of rural people to diagnose their needs, assert their right, taking greater control of decision affecting their lives. Education has the potential to respond to the transformation of rural areas, increase labour force and enhancing security. As the pivot of the educational system, the National policy on Education (FRN, 2001) noted that teachers in all educational institutions including the universities, should be professionally trained because is considered as a tool to be used for the integration of the individuals into the society to achieve self-realization, develop national consciousness, promote unity and strive for social-economic, political, scientific, cultural and technological progress.