

**ASSESSMENT OF SOCIO-CULTURAL FACTORS AFFECTING  
EFFECTIVENESS OF LOW-COST BOARDING PRIMARY SCHOOLS IN  
LOIYANGALANI SUB-COUNTY, MARSABIT COUNTY, KENYA**

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**NOVEMBER 2024**

**DECLARATION AND APPROVAL**

**Declaration By Student**

I hereby declare that this project is my original work and has not been presented for the award of a degree in this or any other university.

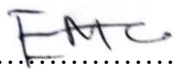
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**DEDICATION**

I dedicate this work to my family, friends, and colleagues for their unwavering support in helping me achieve this goal.



## **ACKNOWLEDGEMENT**

This work would not have been possible without the gift of life from Almighty God. I would also like to acknowledge my supervisor, Dr. Emily Chepkoech, for guiding me through the development of this project and offering valuable advice for its improvement. Additionally, I express my gratitude to my immediate family members, colleagues, and classmates for their moral support throughout this project.

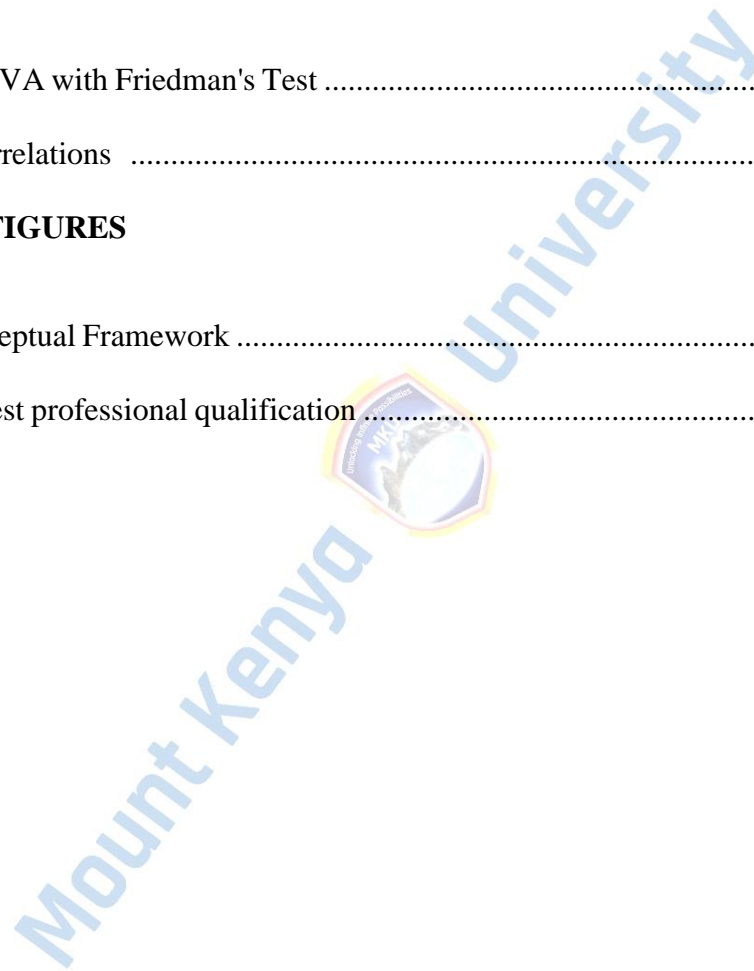
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## ABSTRACT

The universal declaration on human rights in 1948 by United Nations organization embraces education as a basic human right. When students drop out of school it is a clear declaration that society as a whole and the educational institutions in particular are not providing for the welfare of all its student citizenry. There are concerns that many children of school going age particularly in arid and semi-arid lands are not enrolled in schools despite the introduction of free primary education. This is argued to be a consequence of nomadic lifestyle led by the population residing in ASALs. The introduction of low cost boarding primary schools was expected to reduce the discrepancies that exist in enrolment at national level and the ASALs areas. It is unclear whether low cost boarding primary schools are attaining these objectives. This study seeks to assess the socio-cultural factors affecting the effectiveness of low cost boarding primary schools in Loiyangalani Sub-County, Marsabit County, Kenya. It is hoped that the study provided valuable insight to the ministry of education and low cost boarding primary school management on the socio-cultural factors affecting the effectiveness of low cost boarding primary schools. The study was guided by a Rights Based Approach theory. This study employed a descriptive research design. The target population for this study was 105 respondents comprising of 15 head teachers and 90 teachers in the primary schools in Loiyangalani Sub-County. A total of 8 head teachers and 24 teachers sampled randomly participated in the study. A pilot study was conducted by the researcher before administering research instruments. Statistical package for social sciences version 20 was used to analyse data. Questionnaires for teachers and interview schedules for head teachers was used to collect data. Simple descriptive statistics was used for data analysis. The study found that students in low-cost boarding primary schools achieved better KCPE examination results than those in regular schools due to a structured learning environment, access to resources, and personalized teacher attention. Cultural practices negatively impacted enrollment, particularly for girls, as traditional norms prioritized early marriage and domestic roles. Additionally, the nomadic lifestyle disrupted pupil retention, leading to irregular attendance and high dropout rates, further complicating educational attainment in the region. The study concluded that low-cost boarding primary schools are effective in improving academic performance, particularly in regions where educational access is limited. The structured environment, access to resources, and personalized attention provided in these schools significantly contribute to better performance in KCPE examinations. However, cultural practices within the community present significant barriers to enrollment, especially for girls, as traditional norms prioritize early marriage and domestic roles over education. The nomadic lifestyle also hinders pupil retention, disrupting the continuity of education and leading to increased dropout rates. Ultimately, addressing these socio-cultural factors is essential for enhancing the effectiveness of low-cost boarding schools and ensuring that all children have the opportunity to succeed academically. To enhance the performance and effectiveness of low-cost boarding primary schools, the study recommends increased investment in infrastructure, educational resources, and teacher training. Stakeholders should focus on creating an environment that supports student engagement and academic achievement. Additionally, awareness campaigns and community engagement initiatives should be developed to challenge cultural beliefs that negatively impact enrollment, particularly for girls. These programs should emphasize the long-term benefits of education and involve local leaders and parents to shift attitudes towards educational aspirations.

## **LIST OF ABBREVIATIONS AND ACRONYMS**

<b>ALRMP</b>	:	Arid Lands Resource Management Programme
<b>ASAL</b>	:	Arid and Semi-Arid Lands
<b>EFA</b>	:	Education for All
<b>FGM</b>	:	Female Genital Mutilation
<b>FPE</b>	:	Free Primary Education
<b>KCPE</b>	:	Kenya Certificate of Primary Education
<b>KESSP</b>	:	Kenya Education Sector Support Programme
<b>KNEC</b>	:	Kenya National Examinations Council
<b>MSDNKAL</b>	:	Ministry of State for the Development of Northern Kenya and other Arid Lands
<b>NGOs</b>	:	Non-Governmental Organizations
<b>NACOSTI</b>	:	National Commission for Science, Technology and Innovation
<b>SPSS</b>	:	Statistical Package for Social Sciences
<b>UPE</b>	:	Universal Primary Education
<b>UNICEF</b>	:	United Nations International Children's Emergency Fund
<b>UNESCO</b>	:	United Nations Educational, Scientific and Cultural Organization

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Introduction

This chapter provides background to the study, statement of the problem, purpose of the study, objectives of the study and research questions. The chapter also highlights the significance, the scope, limitations and delimitations of the study.

#### 1.2 Background to the Study

The universal declaration on human rights in 1948 by United Nations organization embraces education as a basic human right. In a perfect world, children of all races, socioeconomic backgrounds, and family types would not only have the opportunity to receive a higher education, but they would also take full advantage of these opportunities (DeSerf '02, 2002). The educational level of children in the suburbs and ghettos would be equal. However, the world is not perfect and educational attainment of children and young adults from varying backgrounds differ. For instance, in the United States of America there still exists a great achievement gap between people of the black race and the whites in spite of concerted efforts over the years to address this gap (Lewis et al., 2010).

According to Chavez et al (1991), when students drop out of school it is a clear declaration that society as a whole and the educational institutions in particular are not providing for the welfare of all its student citizenry. Pivotal to this is the realization that school curriculums are hierarchically organized bodies of knowledge, particularly to the way in which these curriculums marginalize or disqualify working class knowledge as well as knowledge about women and culturally, ethnically, and linguistically distinct group (Aronowitz&Giroux,1985).

Specifically, educators low expectations, tracking of students, inadequate school financing, too few minority teachers, overreliance on testing, poorly prepared teachers,

disregard of language and cultural diversity, poverty and hopelessness, the absence of an educational legacy among low-income parents, and negative peer pressure (Quality Education for Minorities Project,1990) are categorical examples of marginalization and clarifies how students knowledge bases are disqualified. In turn, this translates for culturally, ethnically, and linguistically distinct students into low academic achievement which further translates into the inevitable—dropping out. In America, the most populations affected by the leaving of school before graduating are Native Americans (all Tribes),Hispanics (specifically Puerto Ricans, Mexican Americans, and Chicanos),African Americans, and Asian Americans (specifically Pilipino and Tagalog language groups, Vietnamese, and Pacific Islanders).

Kenya upholds education as a fundamental human right and recognizes it as pivotal for the attainment of self-fulfillment and national development (GoK 2007;MoE 2006;Children Act Cap 586 ,2001).Consistent efforts have been made to address issues of access, equity, quality and relevance of education. At the national level, commissions of education have periodically been set up to review educational provision. Government propelled interventions such as the free primary education (FPE) and tuition waiver for secondary schools have been introduced to enhance access. FPE was a follow up to the Dakar Declaration of 2000. The implementation process of the Dakar Declaration was aimed at achieving education for all (EFA) goals by 2015.

Implementation of Free Primary Education in 2003 brought on board 1.5 million additional children with new challenges, including access, equity, relevance and quality, transition and resources. To address these, a National Conference on Education and Training was convened in 2003 in order to mobilize all the stakeholders so as to map out a new strategy for the provision of education in the 21st century. The Conference recommendations resulted in the development of Sessional Paper No. I on Education,

Training and Research, of 2005 which was approved by both the Government and Parliament. In addition, curriculum reviews have been under taken to address relevance and ease overload on the learners. Public-private partnerships in education have been encouraged leading to increased individual and community participation in the education sector. The ministry of education continues to receive the highest allotment of the recurrent expenditure. Despite all these efforts, the education sector is still beset with challenges.

To operationalize the Sessional Paper, the Government developed a reform strategy-the Kenya Education Sector Support Programme (KESSP) 2005-2010 outlining the strategies and prioritized areas for funding. KESSP is a mechanism through which Government and Development Partners agreed to fund the programme through negotiated partnerships principles. In this process the Government demonstrated its commitment and owner-ship to EFA by its decision to fund 95% of the programme cost (Saitoti, 2005). These arrangements were expected to enhance the use of country systems and avoid duplication for improved efficiency and effectiveness. The KESSP targeted the un-reached and hard-to-reach children such as girls, special needs, and children living in slums, arid and semi-arid areas and pockets of poverty. Five years after Dakar, Kenya had shown significant progress towards EFA goals (Saitoti, 2005).

Notwithstanding these achievements, Kenya and other developing countries still face a number of challenges in the sector. These include low enrolments, especially in urban slums, arid and semi-arid Sub-Counties and pockets of poverty. Universal adult literacy has not been achieved in a number of countries. Other challenges include shortage of trained teachers, obsolete equipment and inadequate infrastructure. Since Kenya's independence in 1963, Sub-Counties situated in arid Kenya have continued to exhibit

extensively lower access, participation, completion and achievement rates (Sifuna 2005). This area is dominantly occupied by nomadic pastoral people.

The limitations facing education of girls and boys in arid Kenya has over time attracted various actions (GoK 2007; GoK/ALRMP 2004; MoE 2006). National interventions have however been critiqued as being both inappropriate for the socio-economic and geographic realities of this region; and inadequate to mitigate the historical deprivation the region has experienced. In an effort to address this, the government has in the last decade constituted specific policies and interventions targeting the most deprived SubCounties. A specific Ministry of State for the Development of Northern Kenya and other arid lands (MSDNKAL) was created in 2008 to allow targeted identification and response to the uneven development still persistent in the northern (arid) Sub-Counties and other arid lands.

### **1.3 Statement of the Problem**

There are concerns that many children of school going age particularly in arid and semiarid lands are not enrolled in schools despite the introduction of free primary education. This is argued to be a consequence of nomadic lifestyle led by the population residing in ASALs. According to a study of education resilience in Kenya's Arid and Semi-Arid lands, most children are not in formal schools in Wajir County for example only 27.2% of primary school -aged - children were in school in 2014, (UNICEF, 2015). The introduction of low cost boarding primary schools was expected to reduce the discrepancies that exist in enrolment at national level and the ASALs areas. It is unclear whether low cost boarding primary schools are attaining these objectives. This study seeks to assess the socio-cultural factors affecting the effectiveness of low cost boarding primary schools in Loiyangalani Sub-County, Marsabit County, Kenya.

#### **1.4 Purpose of the Study**

The purpose of this study is to assess the socio-cultural factors affecting the effectiveness of low cost boarding primary schools in Loiyangalani Sub-County, Marsabit County, Kenya

#### **1.5 Objectives of the Study**

- i. To compare performance of low cost boarding primary schools and regular primary schools in KCPE examinations
- ii. To establish the extent to which cultural practices affect enrolment in low cost boarding primary schools
- iii. To examine the extent to which nomadic lifestyle affect retention of pupils in low cost boarding primary schools
- iv. To examine the influence of social cultural factors on low cost boarding primary schools transition rates from one class to the next

#### **1.6 Research Questions**

- i. How do performance of low cost boarding primary schools compare to that of regular primary schools in KCPE examinations?
- ii. To what extent do cultural practices affect enrolment in low cost boarding primary schools?
- iii. To what extent do nomadic lifestyle affect retention of pupils in Low cost boarding primary schools?
- iv. To what extent does low cost boarding primary schools influence transition rates from one class to the next

#### **1.7 Significance of the Study**

It is hoped that the study provided valuable insight to the ministry of education and low cost boarding primary school management on the socio-cultural factors affecting the effectiveness of low cost boarding primary schools. The results informed policy makers in the ministry of education on whether low cost boarding primary schools are helping to improve the standards of education in nomadic communities or not. This in turn helped the ministry to adopt better policies that can enhance the provision of educational services

to these nomadic communities. To the management of these schools, the study may help them address the issue of gender inequality.

### **1.8 Scope of the Study**

This study focused on socio-cultural factors that affect effectiveness of low cost boarding primary schools. The study was confined to the data collected from 24 primary school teachers, and 8 primary school head teachers in Loiyangalani Sub-County.

### **1.9 Limitations of the Study**

In spite of the research permit and letters of introduction from relevant government authorities, suspicion of the area of research is likely to cause unnecessary delays. Some socio-cultural issues that may impact on effectiveness of low cost boarding primary schools such as early marriages and female genital mutilation are so secretive and to some extent considered sacred and hence some respondents might not divulge vital information out of fear of victimization.

### **1.10 Delimitations of the study**

The study mainly focus on socio-Cultural factors affecting primary school Low Cost Boarding students in Loiyangalani Sub County, Marsabit County in Kenya. The researcher assured the respondents that the information they provide were kept confidential and were only used for the purpose of this academic study.

### **1.11 Assumptions to the study**

This study is based on the following assumptions:

- i) Sampled respondents gave accurate and honest responses to the questionnaires items and interview schedules.
- ii) Respondents have knowledge on socio-cultural issues that may affect the effectiveness of low cost boarding primary schools.

## 1.12 Definition of Key Terms

**Cultural practices:** Refers to established patterns of behavior or customs shared by a particular group, which influence various aspects of life, including education. In this study, it includes rites of passage and other traditions that affect school enrollment and retention.

**Low-cost boarding schools:** Schools that provide education and accommodation at a reduced cost, primarily for students from marginalized communities, such as those in Arid and Semi-Arid Lands (ASAL).

**Nomadic lifestyle:** A way of life characterized by the movement of people, particularly pastoralist communities, in search of pasture and water for their livestock. This mobility significantly affects children's consistent attendance in schools.

**Rites of passage:** Cultural ceremonies that mark the transition from one stage of life to another, often involving circumcision or initiation rituals. These practices can interfere with children's education due to prolonged absences from school.

**Moranism:** A cultural phase among some pastoralist communities where young men become "morans" or warriors, dedicating themselves to defending their communities and engaging in traditional activities, which often detracts from their focus on education.

**Enrollment:** The act of registering or being admitted into a school. This term also refers to the overall number of students attending school, which may be affected by socio-cultural factors in this study.

**Transition rate:**

Refers to the percentage of students progressing from one grade to the next, often influenced by cultural beliefs and practices, such as early marriage or nomadism, which disrupt educational continuity.



## CHAPTER TWO

### LITERATURE REVIEW

#### **2.1.Introduction**

In this chapter, the researcher presents a review of literature related to low cost boarding primary schools. The chapter presents literature on the performance of low cost boarding primary schools ASALs; funding of the low cost boarding primary schools; and factors contributing to gender inequality in enrolment in the low cost boarding schools. The chapter also provides a discussion on the theoretical and conceptual framework that guided this study.

#### **2.2.Performance of Primary Schools in ASALs in KCPE Examinations**

In Kenya, the performance of primary schools, particularly in arid and semi-arid lands (ASALs), faces significant challenges. These areas, characterized by harsh climatic conditions, nomadic lifestyles, and widespread poverty, make the delivery of quality education particularly difficult. The Kenya Certificate of Primary Education (KCPE), as a key determinant of academic progress, highlights disparities between different regions, especially between ASALs and other parts of the country. Several factors, including poverty, child labor, staffing shortages, and resource inadequacies, have compounded the situation, making it difficult for schools in ASALs to achieve high KCPE scores.

Poverty remains one of the primary barriers to effective education in Kenya's ASALs. This challenge undermines the realization of Universal Primary Education (UPE), a goal established as part of Kenya's efforts to ensure that every child has access to primary education. According to the Child Labour Survey of 1999, an estimated 1.3 million children in Kenya were engaged in child labor (Republic of Kenya, 1999). A significant portion of these children come from impoverished households, especially in ASAL regions, where families may rely on their children's labor for survival, whether in farming, herding, or domestic work. Child labor interferes with children's ability to attend

school regularly, leading to lower attendance rates, academic underperformance, and higher dropout rates. Pupils in ASAL areas are more likely to miss school during seasons when their labor is needed most, such as during droughts or in search of pasture for livestock. Consequently, many of these children perform poorly in their KCPE examinations compared to their counterparts in more affluent areas where child labor is less prevalent.

Another critical issue contributing to poor performance in KCPE examinations in ASAL regions is the severe shortage of teachers and resources. Many schools in these areas are grossly understaffed, with teacher-to-pupil ratios far exceeding the recommended levels. According to UNICEF (2005), in some schools, particularly in ASALs and urban slums, the ratio of teachers to pupils can be as high as 1:100. Such an imbalance greatly undermines the quality of education, as individual attention and tailored support become nearly impossible in overcrowded classrooms.

Teachers in ASAL areas also face unique challenges, including the nomadic nature of the local populations, harsh living conditions, and a lack of motivation due to limited professional development opportunities and inadequate remuneration. As a result, many teachers opt to leave these areas, leading to frequent turnover and an unstable learning environment for pupils. This instability negatively affects the quality of instruction and contributes to the poor performance of schools in ASAL regions in national examinations like the KCPE. UNICEF (2005), Furthermore, many schools in ASALs lack basic infrastructure and educational resources. Classrooms are often dilapidated, and essential learning materials such as textbooks, exercise books, and teaching aids are scarce. The inadequacy of learning resources compromises the ability of students to engage with the curriculum effectively, leading to lower performance in KCPE examinations.

The nomadic lifestyle practiced by many communities in ASAL regions presents additional challenges to educational performance. Nomadic communities frequently relocate in search of water and pasture for their livestock, making it difficult for children to attend school regularly. The high mobility disrupts learning and leads to inconsistent school attendance, which in turn affects pupils' preparedness for examinations. The Kenya National Examinations Council (KNEC) has noted that frequent absenteeism among pupils in ASALs is one of the leading causes of underperformance in national examinations (KNEC, 2010).

Furthermore, cultural practices in some ASAL communities contribute to gender disparities in educational attainment. Boys are often favored over girls in educational opportunities, with girls being more likely to drop out of school due to early marriages, domestic responsibilities, or societal expectations. According to Sifuna and Sawamura (2008), the education system in ASAL regions often fails to address these gender-based inequalities, leading to a higher dropout rate among girls and lower female participation in KCPE examinations.

The structure of Kenya's primary education system has also been identified as a contributing factor to poor performance in KCPE examinations, particularly in ASAL areas. As noted by Sifuna and Sawamura (2008), the primary education curriculum in Kenya is heavily geared towards preparing pupils for secondary education, often at the expense of equipping them with practical life skills. This is especially problematic in ASAL regions, where many children are unlikely to transition to secondary school due to financial constraints or socio-cultural barriers. In these regions, where primary education is often terminal, the emphasis on academic preparation for secondary school leaves many children unprepared for life after primary school. This failure to impart practical skills that could help children navigate the challenges of their environment

contributes to the overall ineffectiveness of primary education in these areas. The lack of alignment between the curriculum and the realities of life in ASALs not only contributes to poor KCPE performance but also limits the future prospects of the pupils who complete their education at the primary level.

Despite these challenges, various interventions have been implemented to improve the performance of primary schools in ASALs. The Kenyan government, with support from international organizations such as UNICEF and the World Bank, has introduced programs aimed at addressing the specific needs of schools in these regions. These initiatives include the provision of mobile schools for nomadic communities, the distribution of school meals to incentivize attendance, and the recruitment of additional teachers for understaffed schools. However, while these interventions have had some positive impact, they have not been sufficient to bridge the performance gap between ASAL schools and those in more developed regions. The continued underperformance of ASAL schools in KCPE examinations suggests that more comprehensive and sustained efforts are needed to address the underlying socio-economic and cultural challenges that hinder educational success in these regions.

Low academic achievement has been defined as failing to meet the average academic performance in test or examination scores, as determined by a set cut-off point. Pupil achievement in Kenya's primary schools can be compared using the Kenya Certificate of Primary Education (KCPE) examination which is standardized. Studies have indicated that in informal settlements of Nairobi pupils perform below average compared to those outside informal settlements. However the performance is also affected by such factors as gender, school type and location and socio-economic status (African Population and Health Research Centre (APHRC), 2008). In some regions of Kenya performance in the

Kenya Certificate of Primary Education has been attributed to such factors; absenteeism of pupils from school, lack of facilities, lack of motivation, understaffing and lack of role models.

In some regions of Kenya, poor performance in the Kenya Certificate of Primary Education (K.C.P.E.) has been attributed to factors such as; absenteeism of pupils from school, lack of facilities, lack of teacher motivation, understaffing and lack of role models. However these factors differ depending on the critical region under study as well as school.

Analysis of performance in the Kenya Certificate of Primary Education (KCPE) indicates significant lower performance for arid Sub-Counties. For example, Marsabit County has consistently posited poor results in KCPE examinations. For instance, in 2013 KCPE examination Marsabit County was ranked position 37 out of 47 counties. Consequently, there is a low transition rate of pupils to high school. However, it is unknown whether both regular schools and low cost boarding primary schools have dismal performance. Thus, there is need to compare the performance in order to see whether funding of low cost boarding primary school is of any help to the pupils in ASALs.

### **2.3.Cultural Factors**

Since time immemorial, rites of passage have played a crucial role in human development, particularly in transitioning individuals from one life stage to another. Rites of passage remain significant in many African communities, including those in Kenya's arid and semi-arid lands (ASALs). These rituals mark key moments in life, such as the transition from childhood to adulthood, and often require substantial involvement from both the family and the community (Owino & Onditi, 2021). Without proper rites of passage, individuals may face challenges in forming their identity and navigating societal expectations (Mutiso, 2019).

Rites of passage, such as circumcision or other initiation ceremonies, are still practiced extensively in many pastoralist communities. These ceremonies often coincide with critical periods in a child's education, leading to prolonged absenteeism (Mbugua, 2020). For example, in some ASAL regions, the schooling of adolescents is interrupted during months-long initiation rituals, which are seen as pivotal for transitioning into adulthood (Mwangi, 2022). According to a study by Karanja and Muthoni (2020), the effect of these cultural practices on school attendance is profound, as they are deemed more important than formal education in some communities.

These rites create an experiential framework for personal growth, as noted by various scholars (Kiplangat & Chepkwony, 2019). However, the impact of prolonged involvement in cultural practices on academic achievement is a concern. In many cases, students miss out on valuable learning time, and the disruption can contribute to lower performance in national examinations such as the KCPE (Kimani & Wanjiru, 2021). These cultural expectations often conflict with the formal educational calendar, exacerbating the dropout rates in low-cost boarding schools in ASAL regions (Ndegwa, 2023).

Moreover, the influence of these rites extends beyond individual transitions to shape broader community structures. The emphasis placed on cultural ceremonies sometimes conflicts with modern educational requirements, creating a tension between preserving cultural identity and achieving educational milestones (Omolo & Odhiambo, 2022). Schools in ASALs often struggle to retain students, especially during these key periods, due to the prioritization of cultural practices over schooling (Wanjiku & Muiruri, 2019). As a result, pupils' ability to stay engaged in the academic process and transition smoothly between grade levels is significantly hindered (Kariuki, 2023).

The persistence of these cultural practices illustrates the need for a more culturally responsive approach to education in ASAL regions. While rites of passage play a vital role in identity formation and social integration, their impact on educational outcomes calls for a balance between cultural continuity and academic progression (Mwenda & Githinji, 2020). Strategies that incorporate both the cultural and educational needs of children could help mitigate the negative effects of prolonged absenteeism due to cultural practices (Chesire, 2021).

The rite of passage to adulthood in many communities is accompanied by circumcision. This includes both boys' circumcision and female circumcision commonly known as female genital mutilation (FGM). The boy child goes through rigorous cultural education under circumcision during seclusion period which puts young boys at cross roads thus affecting their academic performance and aspirations for higher education. After this, many adolescents change in behaviour; they learn their roles and adopt them. Many begin to despise their teachers; especially female teachers are not respected. They also refuse to do what they are needed to. This leads to retardation in learning and thus leading to truancy and school dropouts. To make matters worse, with Western education, language and ideas dominating our scene, we now experience constant conflict of identification. A study by Chang'ach (2013) established that students who had undergone Keiyo traditional circumcision had significantly lower aspirations for higher education as compared to the uncircumcised. The results, according to the study, indicated that traditional circumcision has strong psycho-social influence which may determine the way the individual perceives himself which has a bearing on how they construe events. Thus it is possible that boys' circumcision may impact negatively on their transition from primary school to secondary school. In some communities such as the Samburu, circumcision takes place every 11-15 years (Geeta, 2012). During this

time, all older boys not circumcised in the previous group usually from 11-15 years are circumcised together marking the onset of their ‘moran’ (warrior) period. The morans traditionally live together and share everything with their age sets usually not marrying until the completion of moran period. Once through with initiation morans are expected to defend the community from adversaries and they are often involved in cattle rustling. This backward cultural practice may impact negatively on transition to secondary school.

A survey that was carried out among the Samburu community in the year 2002 indicates that every girl from the age of 9 years is beaded by a moran or engaged to an old man as a cultural ownership ritual (Wanjiru, 2007). The morans are usually aged between 11-15 years old. This implies that boys may get married at a tender age after transiting to adulthood. Consequently, they may not be able to continue with their education since they assume family responsibilities.

As a consequence of cultural beliefs, there is gender inequality in relation to access to education. For areas with low population density, schools with boarding wings have huge pupil numbers, often associated with urban centres, as the following examples show:

**Table 1 : 2009 Enrolment Selected Boarding Schools**

School	County	Girls	Boys	Total
MororoMixedBoarding/Day	Tana River	741	875	1616
Bubisa MixedBoarding/Day	Marsabit	385	404	789
Maikona MixedBoarding/Day	Marsabit	235	287	522
Galacha Nomadic Girls Boarding	Marsabit	521	-	521
SugutaMarmarMixed Boarding/Day	Samburu	408	536	944
Marallal DEBMixed Boarding/Day	Samburu			1801
Lodokojek Mixed Boarding/Day	Samburu	216	359	575

**Source:** Field Data (May 2009)

From the table it is clear that the boarding wings in the mixed (gender) schools are mainly reserved for boys. In Maikona School for example, of the 150 boarders, only 35 (or 23%) are girls. In Suguta Marmar, of the 323 boarders, only 74 (22.9) are girls. Marallal DEB had the best boarding ratios for girls as of the 642 boarders, 295 (46%) were girls. It is unclear why there are such discrepancies in the number of girls against the number of boys enrolled in the low cost boarding primary schools. Thus this study seeks to establish factors that contribute to gender inequality in the enrolment in the low cost boarding primary school.

Boarding schools in arid Sub-Counties are situated far and wide from each other. In Marsabit (Chalbi) Sub-County, they draw their learners from a radius of 80km. Arid Sub-Counties have no public transportation system. Learners rely on lorries or occasional buses and as a result always report two to three weeks into the school term. To alleviate the situation elders, the church and local leaders make local arrangements to transport the children. Thus, the study seeks to establish the role of distance to low cost boarding schools on access gender inequality enrolments to these schools.

While acquisition of formal education has resulted in cultural alienation in most communities, it has been analysed that the impact is more profound on pastoralist communities. Sifuna (2005) and Krätli (2001) are among the authors who analyse the effect of cultural and religious persuasions on acceptance of formal education. The culture of nomadic groups is largely communal as opposed to formal education, which in its presentation, focuses on the individual. Coupled with lack of appreciation of pastoralist livelihoods, and the general difficulty of providing formal schooling to people on the move, the predominant position has been to transform pastoralist communities as a prerequisite for receiving schooling. School curriculum has been biased to agricultural

and urban lives there by contributing little practical knowledge to children from pastoralist areas. Schooling has deskilled these populations and introduced aspirations that are not congruent to pastoral life. For Northern counties like Wajir, Garissa, Isiolo, Marsabit, and Mandera that are largely Muslim, formal education was generally shunned, not because the concept was alien to those communities, but more so due to its association with Christianity. The relative success of alternative provisions of education like the *Dugsi* and *Madrassa* in Northern Kenya lend credence to the argument that formal education provision can succeed if enshrined within the religious and cultural conceptions of a people.

Access to Northern Kenya has remained minimal. The relatively low interference can be viewed as both a blessing and misfortune. While the North continues to enjoy environments secured from cultural and environmental pollution, some retrogressive cultural practices continue to be propagated. These practices are often cushioned in proverbs and sayings. A local saying among the Gabra community that ranks “*God first, then man, then camel and lastly the girl*” can explain why it is difficult for livestock, which are ranked higher than a girl to be sold to support her education. The metaphor in the Somali saying “*A girl is like a vegetable*” has been used to support early marriage. Early/Forced marriage and female circumcision impede girl’s education in pastoralist communities. A study commissioned by Action Aid Kenya in 2006 showed that age for undertaking FGM was declining, with the majority facing it between ages 5-7, when resistance is minimal. FGM among the Samburu and Maasai was particularly disastrous for education. After circumcision, girls face lower social restricts. They may engage in sexual activity since they are now considered to be “women”. After FGM, the resultant

pattern is pregnancy, school drop out and eventually early marriage. The critical point to break in the cycle is seen as delaying and eventually stopping FGM.

Generally, the returns of educational investment have not matched the expectations of communities in Kenya. The age of *'go to school and get a good job'* seem long gone, as unemployment rates continue to stress the economy. Considering that the mainstay of pastoralism is livestock rearing, it has become a great risk for parents to sell their inheritance (cattle), for the pursuit of education. With doubts cast on the (economic) viability of the educational endeavor, many parents may not be convinced that investing in education is worthwhile any longer. This loss of faith on individual returns is becoming a deterrent. The presence of few educated people, who may be unemployed, reinforces the notion that education is a worthless pursuit.

#### **2.4.Nomadic Lifestyle**

Nomadic herders, who number in the tens of millions globally, are primarily found in regions such as Africa, the Middle East, South Asia, and Central Asia (Kratli, 2000). This population represents some of the poorest and most vulnerable groups, particularly in the southern hemisphere, and faces numerous challenges in accessing formal education. Despite efforts to provide schooling, millions of nomadic children remain outside the education system, particularly in arid and semi-arid regions where pastoralism is a dominant way of life (Kelleher, 2007). The lifestyle of nomadic communities, coupled with the structure of conventional education systems, presents significant obstacles to education access and retention, which in turn affects the performance of nomadic children in national examinations such as the Kenya Certificate of Primary Education (KCPE).

The nomadic way of life is fundamentally at odds with the structure of formal education as it is currently designed and delivered. Education systems, especially in Kenya's ASAL regions, are often based on a sedentary lifestyle, requiring children to attend school in

fixed locations over extended periods of time (Ngugi & Nderitu, 2019). However, nomadic pastoralists move frequently in search of water and pasture for their livestock, making regular school attendance nearly impossible. The mobility of these communities results in high absenteeism and dropout rates, as children are unable to stay in one place long enough to complete the academic year (Otieno & Mwarania, 2020). According to Kelleher (2007), this mismatch between the nomadic lifestyle and the formal education system excludes millions of nomadic children from participating in formal schooling. Moreover, the educational content and structure are often seen as irrelevant to the pastoral way of life, which emphasizes survival skills and knowledge passed down through generations (Karani & Njoroge, 2018). The curriculum in Kenyan primary schools, including low-cost boarding schools, is largely focused on academic subjects that are perceived to have little practical value for nomadic communities (Kratli, 2000). As a result, parents and elders may view formal education as a threat to the continuation of pastoral traditions, further reducing the likelihood of enrollment and retention (Mwangi & Wambugu, 2022). This has been identified as one of the key reasons for the underperformance of nomadic children in KCPE examinations.

Formal education systems, as they are currently implemented, often undermine the cultural identity and way of life of nomadic children. Education is frequently framed as a pathway to change and development, but for nomadic communities, it can represent a form of cultural alienation (Kratli, 2000). The curriculum taught in schools rarely reflects the realities of pastoral life, and instead, promotes a sedentary, urban-centered worldview that is disconnected from the needs and experiences of nomadic herders. As Kratli (2000) argues, formal education can erode the sense of dignity and belonging that young people feel toward their own ethnic group and pastoral lifestyle, leading to a loss of cultural identity.

For instance, many nomadic children who attend school are taught that pastoralism is a backward and outdated way of life, which creates a divide between them and their community (Mburugu & Wanjiru, 2019). This tension between formal education and the preservation of cultural heritage has long-term implications for the sustainability of pastoralism as a livelihood. Children who are educated in formal schools often leave their communities, seeking employment in urban areas, thus contributing to the erosion of the pastoral economy (Otieno, 2020). This exodus of human capital further deepens the centre-periphery divide, as educated individuals are drawn away from their rural communities, leaving behind a population that is less equipped to navigate the challenges of modernization and climate change (Kipkorir, 2021).

For nomadic families, the decision to send their children to school is often weighed against the immediate economic needs of the household. In pastoral communities, children play a vital role in the day-to-day management of livestock, particularly during periods of drought or migration (Munyao & Mutisya, 2021). Formal education, which requires children to be away from home for long periods, can disrupt this essential labor dynamic, threatening the economic survival of the family. This is particularly true in ASAL regions, where livestock is not only a source of food and income but also a measure of wealth and social status (Limo & Ndung'u, 2018). Consequently, many nomadic parents are reluctant to send their children to school, fearing that the loss of their labor will undermine the family's livelihood (Kariuki & Oloo, 2020).

The opportunity cost of education is particularly high for nomadic families, who often face economic uncertainty due to fluctuating weather patterns and limited access to markets (Mwangi, 2019). In this context, the long-term benefits of formal education are not always immediately apparent, especially when children are expected to contribute to the family's survival through herding and other pastoral activities (Mwaniki & Wambugu,

2022). This economic calculation further contributes to the under-enrollment of nomadic children in schools, exacerbating the challenges they face in achieving academic success and performing well in national examinations such as the KCPE (Otieno & Mwarania, 2020).

The nomadic lifestyle also exacerbates gender disparities in education, with girls often facing additional barriers to accessing formal schooling. In many nomadic communities, girls are expected to take on domestic responsibilities from a young age, such as fetching water, collecting firewood, and caring for younger siblings (Mbugua & Mwenda, 2020). These duties leave little time for formal education, and girls are more likely to drop out of school than boys (Wanjiku & Njuguna, 2021). Early marriage is another factor that contributes to the low enrollment and retention rates of girls in nomadic communities, as many families prioritize marriage over education for their daughters (Muturi & Kigen, 2022).

The challenges faced by nomadic girls in accessing education are further compounded by the lack of gender-sensitive policies and infrastructure in schools (Mwangi & Wambugu, 2022). For example, the absence of adequate sanitation facilities for girls, particularly during menstruation, can lead to higher absenteeism and dropout rates (Omollo & Onwonga, 2021). These gender disparities have a direct impact on the academic performance of girls in national examinations like the KCPE, as many are unable to complete their primary education or receive the support they need to succeed (Kariuki & Muriuki, 2023).

Despite these challenges, various interventions have been implemented to improve educational access and performance among nomadic communities. The Kenyan government, in collaboration with non-governmental organizations (NGOs), has introduced mobile schools and low-cost boarding schools to accommodate the unique

needs of nomadic children (Muiruri & Waweru, 2019). These schools aim to provide education while allowing children to participate in pastoral activities, thus minimizing the conflict between education and the nomadic lifestyle (Otieno, 2020).

Additionally, school feeding programs have been introduced to incentivize school attendance, particularly during times of drought when food insecurity is high (Mwangi, 2021). These programs have been shown to improve enrollment and retention rates in ASAL regions, as they provide an immediate economic benefit to families by reducing the need for children to contribute to household food production (Kipkorir, 2021). However, while these interventions have had some positive impact, they have not fully addressed the structural barriers that prevent nomadic children from succeeding in formal education (Muturi & Kigen, 2022).

Evaluations of the impact of educational policies largely ignore the unintended social, political and economic effects that may result from the policy and its implementation (Kelleher, 2007). By narrowing the analysis of the impact of education to measuring only the expected results, particularly when those results are rarely achieved, we deal with a very incomplete and misleading picture. There is a causal link between the culture expressed both within the school environment and within the wider education discourse, and the success of education policies for nomads. Success of education depends more on a context sympathetic to nomadic culture than on the adoption of a particular strategy, methodology or curriculum. This hypothesis finds support in the Mongolia case study (Kratli, 2000).

The few formal (mass) education programmes that have been performed with some degree of success are characterised by being delivered within a non-antagonistic cultural environments and relying on a human interface strongly sympathetic to the nomadic culture; supported by effective law enforcement; free of charge; matched by pastoral development policies successful in decreasing labour intensity and freeing children from the household's labour demand; provided within an existing local education structure;

and “planted” into an existing pastoral support ideology (Kelleher, 2007). On the other hand, successful non-formal basic education programmes have the following features: are delivered within a non-antagonistic cultural environment and rely on a human interface strongly sympathetic to the nomadic culture; are two way processes, that is, are highly flexible in structure and content and maintain such flexibility over time, in order to be able to respond to changing needs; the informal settings of the school environment allow parents’ close surveillance over physical and moral security of children (especially girls); are willing to acknowledge social, economic and political hindrances to pastoral livelihood beyond pastoralists’ control, and have the resources to provide skills specifically designed to increase that control (such as campaigning, lobbying, and local advocacy); and interlace with existing government institutions for education and development (Peart & Carr-Hill, 2007).

Despite their record of educational “failure”, pastoralists are far from being the drifting unskilled under-class they should be, according to the popular understanding of illiteracy (Kelleher, 2007). On the contrary, they can be very confident, articulate and entrepreneurial, have good negotiating and management skills, and show a strong sense of dignity and self-respect. Their societies usually have long traditions of selfgovernment, with sophisticated institutional structures and exceptionally high levels of social capital (Peart & Carr-Hill, 2007).

To date, as a universal project, education has had a very broad goal — the fulfillment of all individuals as human beings — and a very narrow view — the structure and content of the service (Kelleher, 2007). With regard to education of nomads, at least, this attitude should be reversed. There is a need for a broader view and much focused goals. Education policies should expand the view from just statistics and the classroom, to education as a broad phenomenon (Peart & Carr-Hill, 2007). This offered the important advantage of including in the field of vision a whole range of situations and dimensions that appear to influence both the way education is received and its potential for fighting poverty, and which to date have been largely overlooked (Kratli, 2000).

At the same time, education policies should use their broader view in order to identify specific goals with pinpoint accuracy. There seems to be a growing awareness that education is first of all a political issue and that the social and political dimensions of nomads' marginalisation must be recognised (Kelleher, 2007). If one of the goals of education is to empower nomads to cope successfully and interact with the new challenges raised by globalisation, as well as enabling them to gain political representation, then mass education is probably too expensive and too slow and may simply not be the best way. Specifically focused training and support may be more effective and much faster (Kratli, 2000).

There is a need to link, more successfully, the practice of education and issues of nomadic pastoral culture and society, particularly the relationship between culture, local knowledge, social institutions and poverty (Kelleher, 2007). More effective schooling in this respect means teaching and learning which recognises that the knowledge, skills and attitudes needed for effective herding under pastoral conditions are likely to: value pastoral livelihood systems as appropriate and technically adapted to their environment; equip pastoralists to adapt in dynamic ways to changes in the pastoral livelihood system resulting from external influences; be based in part on indigenous or local expert knowledge; be intricately linked to wider features of social organisations and institutions; and recognise that pastoral children may need to be equipped for life in other livelihood systems, but without assuming that this is the main objective of their schooling (Kratli, 2000). It is evident that nomadic lifestyle impacts on the education of a society. However, little is known on the impact of nomadic lifestyle on transition rates to secondary schools. Thus, this study seeks to fill this research gap by investigating the impact of nomadic lifestyle as a social factor on retention of pupils in low cost boarding primary schools.

## **2.5. Transition**

According to UNESCO (2009) there were 531 million secondary students in 2009, compared to 196 million in 1970 globally. The number of secondary students in China, for example, doubled from 52 million in 1991 to 100 million in 2009 (Connelly & Zheng, 2010). In sub-Saharan Africa (SSA), enrolment in secondary education grew nine fold, from 4.3 million in 1970 to 39 million in 2009 due to introduction of free education programmes in most countries (World Bank, 2010). Transition of pupils to secondary school also expanded at rapid rates in many other African countries, for instance in 1971, Ethiopia's 135,000 secondary school students increased to 3.9 million enrolment in 2009 (UNESCO, 2009).

Despite this growth, SSA still has the world's lowest level of participation in secondary school education (World Bank, 2010). Two thirds of Africa's youths are locked out of secondary school according to a New United Nations report (2009) which cites secondary school education as one of the great development challenges facing most of the world's poorest countries (UNESCO, 2009). Akerlof and Yellen (2012) indicate that in most SSA countries, there are places for only 36% of the eligible primary school pupils.

Like other SSA countries, Kenya's rate of transition to secondary school was below 60% by 2008 despite the Government's target of 70% by 2008 (Republic of Kenya, 2010). The Koech Report of 1999 made a project that every Kenyan child should be given an opportunity to attain a minimum of secondary education (Republic of Kenya, 1999). This is in line with the Kenya Children's Act 2001 which recognizes every person below the age of 18 years as a child and provides for free and compulsory education for them (Republic of Kenya, 2001). Introduction of both FPE and FSE was a product of this policy requirement and this has brought about an increase in transition rate from 56.9% in 2007 to about 74% in 2013 (MOE, 2008). This implies that transition rates from one class to the next have also been increasing. This study seeks to establish whether introduction of low cost boarding primary schools have contributed to increased transition rates from one class to the next among nomads living in Loiyangalani Subcounty.

## **2.6. Factors Contributing to Gender Inequality in Enrolment in Low Cost Boarding Schools**

For areas with low population density, schools with boarding wings have huge pupil numbers, often associated with urban centres, as the following examples show:

**Table 2 : Enrolment Selected Boarding Schools**

School	County	Girls	Boys	Total
MororoMixedBoarding/Day	Tana River	741	875	1616
Bubisa MixedBoarding/Day	Marsabit	385	404	789
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**Source:** Field Data (May 2009)

From the table it is clear that the boarding wings in the mixed (gender) schools are mainly reserved for boys. In Maikona School for example, of the 150 boarders, only 35 (or 23%) are girls. In Suguta Marmar, of the 323 boarders, only 74 (22.9%) are girls. Marallal DEB had the best boarding ratios for girls as of the 642 boarders, 295 (46%) were girls. It is unclear why there are such discrepancies in the number of girls against the number of boys enrolled in the low cost boarding primary schools. Thus this study seeks to establish factors that contribute to gender inequality in the enrolment in the low cost boarding primary school.

Boarding schools in arid Sub-Counties are situated far and wide from each other. In Marsabit (Chalbi) Sub-County, they draw their learners from a radius of 80km. Arid Sub-Counties have no public transportation system. Learners rely on lorries or occasional buses and as a result always report two to three weeks into the school term. To alleviate the situation elders, the church and local leaders make local arrangements to transport the children. Thus, the study seeks to establish the role of distance to low cost boarding schools on access gender inequality enrolments to these schools.

While acquisition of formal education has resulted in cultural alienation in most communities, it has been analyzed that the impact is more profound on pastoralist

communities. Sifuna (2005) and Krätli (2001) are among the authors who analyse the effect of cultural and religious persuasions on acceptance of formal education. The culture of nomadic groups is largely communal as opposed to formal education, which in its presentation, focuses on the individual. Coupled with lack of appreciation of pastoralist livelihoods, and the general difficulty of providing formal schooling to people on the move, the predominant position has been to transform pastoralist communities as a prerequisite for receiving schooling. School curriculum has been biased to agricultural and urban lives thereby contributing little practical knowledge to children from pastoralist areas. Schooling has deskilled these populations and introduced aspirations that are not congruent to pastoral life. For Northern counties like Wajir, Garissa, Isiolo, Marsabit, and Mandera that are largely Muslim, formal education was generally shunned, not because the concept was alien to those communities, but more so due to its association with Christianity. The relative success of alternative provisions of education like the *Dugsi* and *Madrassa* in Northern Kenya lend credence to the argument that formal education provision can succeed if enshrined within the religious and cultural conceptions of a people.

Access to Northern Kenya has remained minimal. The relatively low interference can be viewed as both a blessing and misfortune. While the North continues to enjoy environments secured from cultural and environmental pollution, some retrogressive cultural practices continue to be propagated. These practices are often cushioned in proverbs and sayings. A local saying among the Gabra community that ranks “*God first, then man, then camel and lastly the girl*” can explain why it is difficult for livestock, which are ranked higher than a girl to be sold to support her education. The metaphor in the Somali saying “*A girl is like a vegetable*” has been used to support early marriage.

Early/Forced marriage and female circumcision impede girl's education in pastoralist communities. A study commissioned by Action Aid Kenya in 2006 showed that age for undertaking FGM was declining, with the majority facing it between ages 5-7, when resistance is minimal. FGM among the Samburu and Maasai was particularly disastrous for education. After circumcision, girls face lower social restrictions. They may engage in sexual activity since they are now considered to be "women". After FGM, the resultant pattern is pregnancy, school dropout and eventually early marriage. The critical point to break in the cycle is seen as delaying and eventually stopping FGM.

Generally, the returns of educational investment have not matched the expectations of communities in Kenya. The age of '*go to school and get a good job*' seem long gone, as unemployment rates continue to stress the economy. Considering that the mainstay of pastoralism is livestock rearing, it has become a great risk for parents to sell their inheritance (cattle), for the pursuit of education. With doubts cast on the (economic) viability of the educational endeavor, many parents may not be convinced that investing in education is worthwhile any longer. This loss of individual returns is becoming a deterrent. The presence of few educated people, who may be unemployed, reinforces the notion that education is a worthless pursuit.

### **2.7. Theoretical Framework**

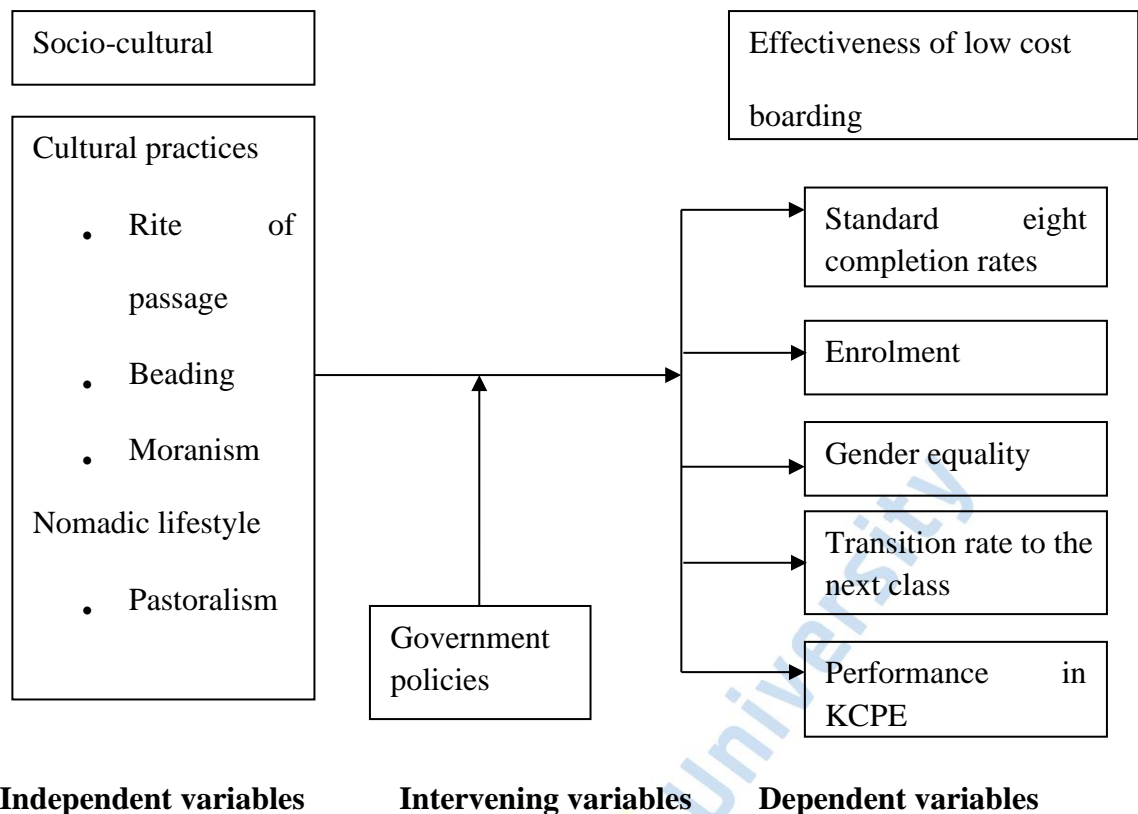
The study was guided by a Rights Based Approach theory. Human rights activists view education as a basic human right and contend that it is the obligation of the state to ensure the Availability, Accessibility, Acceptability and Adaptability of education to all its citizens. Availability implies that the government is obligated to ensure compulsory education and free for all children in the country within a determined age range, up to at least the minimum age of employment; and to respect parental freedom to choose education for their children, observing the principle of the best interests of the child.

Accessibility implies that the government is obligated to eliminate exclusion from education based on internationally prohibited grounds of discrimination; and to eliminate gender and racial discrimination by ensuring equal enjoyment of all human rights in practice, rather than only formally prohibiting discrimination. Acceptability implies that the government is obligated to set minimum standards for education and to improve the quality of education by ensuring that the entire education system conforms to all human rights. Adaptability implies that the government is obligated to implement education for children excluded from formal schooling and to adapt education to the best interests of each child, especially regarding children with disabilities, or minority and indigenous children.

The Rights Based Approach theory is appropriate for this study because the Availability, Accessibility, Acceptability and Adaptability of education to all its citizens can be enabled through provision of education via low cost boarding primary schools. This would enable children to avoid various inconveniences that come with their nomadic lifestyles of their parents. Nomads are very vulnerable in all aspects of life and therefore need an education system that provides equality of opportunity, a broad relevant and inclusive curriculum and respect for identity among many others issues advocated by RBA. This is what low cost boarding primary schools to strive achieve.

### **2.8. Conceptual Framework of the Study**

The following conceptual framework guided this study.



**Figure 1 : Conceptual Framework**  
**Source:** Researcher (2024)

The effectiveness of low cost boarding primary schools can be measured on the basis of standard eight completion rates, enrolment, gender equality, transition rates to the next class and performance in KCPE. These form the dependent variables for this study. They depend on the cultural practices such as Moranism, Beading of girls, rites of passage and nomadic lifestyle which are the independent variables in this study. The Government policies form the intervening variables in this study.

### CHAPTER THREE

#### RESEARCH METHODOLOGY

##### 3.1 Introduction

This chapter explains how data was collected, analyzed and presented. It explains the research design to be used to achieve the study objectives. It also deals with the location

of the study, the study population, sample size and sampling methods and the research instruments, piloting of the study was another aspect of this chapter.

### **3.2 Research Design**

This study employed a descriptive research design. Descriptive research designs are used in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret the results for the purpose of clarification (Orodho, 2002). Mugenda and Mugenda (1999) on the other hand give the purpose of descriptive research as determining and reporting the way things are. Borg & Gall (1989) noted that descriptive survey research is intended to produce statistical information about aspects of education that interest policy makers and educators. This study fits within the provisions of descriptive research design because the researcher collected data and report the way things are without manipulating any variables. Since this was an educational issue, descriptive design effectively enabled the researcher to collect, to analyze and to report the results in a more formidable manner. The design allowed the investigator to acquire first hand data from the respondents, so as to formulate sound conclusions and recommendations for the study.

### **3.3 Study Location**

The study was carried out in Loiyangalani Sub-County, Marsabit County, Kenya. Loiyangalani Sub-County is chosen because it has nomadic communities which are targeted for the low cost boarding primary schools to cope with the challenges facing school going children among communities which lead nomadic lifestyle. The sub county is also chosen because it has low enrolments despite the introduction of free primary education.

### **3.4 Study Population**

According to Mugenda and Mugenda (1999) a target (study) population is that population which the researcher wants to generalize results. There are 20 primary schools in Loiyangalani Sub-County with a total pupils population of 7,769 as at 2020. Of the 20 primary schools 4 are low cost boarding primary schools. The primary schools in Loiyangalani Sub-county have a teacher population of 125 including head teachers and deputies. The study population for this investigation included all the head teachers , all teachers and all the pupils in the primary schools in Loiyangalani Sub-County. This is because head teachers, teachers and pupils were able to provide the necessary data required to answer the study objective

### **3.5 Sampling Technique and Sample Size**

Mugenda and Mugenda (1999) argue that in a descriptive research, a sample enables a researcher to gain information about the population. At least 10% of the population is a good representation where the population is large and 20% where the population is small (Gay 1992). This study selected a sample of 12 primary schools from Loiyangalani SubCounty (four of the schools were the Low-cost Boarding primary schools while the other 8 were the regular Day primary schools). Low cost boarding primary school were selected purposefully while regular school sampling were random sampling. Random sampling technique is the process of selecting a sample in such a way that all the individuals in the defined population have an equal and independent chance of being selected for a sample (Gay 1992). All head teachers from the sampled schools participated in the study. Eight teachers were randomly sampled from the sampled schools. Therefore, a total of 12 head teachers,64 teachers and 1,554 primary school pupils participated in the study. This implies that the study had a total of 1,630 respondents.

**Table 3 : Distribution of the Study Sample Size**

<b>Respondent</b>	<b>Target</b>	<b>Sample</b>
Headteachers	15	8
Teachers	90	24
<b>Total</b>	<b>105</b>	<b>32</b>

**Source:** Researcher (2024)

### **3.6 Research Instruments**

The researcher developed instruments for data collection. The researcher used questionnaire for the teachers and pupils and interview schedule for head teachers. The questionnaire and interview schedule was guided by the objectives of the study and the research questions. The questionnaire had open ended and closed ended questions. On the other hand, interview schedule had open ended questions. Open ended questions in the questionnaire and interview schedule helped stimulate the respondent think and answer to the best of their knowledge (Orodho 2004). Closed ended questions were also included to facilitate faster coding of the data.

#### **3.6.1 Teachers' Questionnaire**

The questionnaire had two parts A and B. Part A covered demographic data of the respondent. Part B consisted 3 sections. Section 1 requested information on performance of the primary schools in comparison to regular primary schools. Section 2 required information on the extent to which cultural practices affect enrolment. Section 3 elicited information on effect of nomadic lifestyle on retention of pupils in primary schools. Section 4 had items on transition rates. The final section sought information on factors contributing to gender inequality in enrolment in schools.

#### **3.6.2 Interview Schedule**

Interview schedule was used to guide interviews to be conducted with the head teachers on the socio-cultural factors affecting the effectiveness of low cost boarding primary

schools in Loiyangalani Sub-County, Marsabit County, Kenya. The interview guide contained items covering all the objectives of the study.

### **3.7 Reliability and Validity**

The research instruments to be used must be reliable and valid. Reliability of a research instrument indicates the extent to which the instrument can be trusted to yield the same results on repeated trials (Joppe 2000). To test the reliability of the instrument, a pilot study was carried out in two selected schools that were not included in the main study. The purpose was to ascertain if the instrument would yield the anticipated useful data.

Validity determines whether the research truly measures that which it was intended to measure or how truthful the research results are (Joppe 2000). Content validity is the quality of the data gathering instrument that enables it measure what it is supposed to measure. Content validity of the research instrument were evaluated through the actual administration of the questionnaires to the pilot group. This enabled the researcher to know whether the questionnaire captures the intended information about strategic plan on students' learning goals. In addition, the researcher gave the relevant people, that is, supervisors to approve the content by reading through the questionnaire.

### **3.8 Piloting of Research Instrument**

A pilot study was carried out before the actual commencement of the research work. The purpose of the pilot study was to test or to establish if the instrument is measuring what it intends to measure i.e. accuracy and appropriateness of the research design and instrument. Pre-testing of instruments or piloting ensures that research instruments are clearly stated and that they have some meaning to the respondents. Pre-testing of instruments was done to determine their validity and reliability. Pre-testing of the instrument was done with samples from a neighboring Sub-County to avoid

contamination of results. Two schools were used in the pilot study. Analysis of the pretest data helped in validating the instrument.

### **3.9 Data Collection**

In data collection, the researcher obtained an introduction letter from Mount Kenya University. The researcher also obtained an authorization letter from the National Commission for Science, Technology and Innovation (NACOSTI). The researcher administered a questionnaire to the sampled teachers and pupils for them to fill and collect them after they have filled. The investigator also administered interview schedules to the sampled head teachers.

### **3.10 Data Analysis**

Data collected was coded and cleaned to remove outliers or missing values and categorized using computer software according to the questionnaire items using frequency distribution tables and percentages. Simple descriptive statistics such as percentages have an advantage over more complex statistics since they can easily be understood especially when making results known by a variety of readers. The coded data was then transferred to a computer sheet and was processed using Statistical Package for Social Sciences (SPSS) version 15. Martin and Acuna (2002) observe that SPSS is able to handle large amounts of data; it is time saving and also quite efficient. Frequency tables and pie charts were used to present the quantitative data. The responses to open ended items (qualitative data) in form of phrases and words were organized followed by creating categories, themes and patterns related to research questions. This was analyzed and reported by descriptive narrative (Mugenda&Mugenda, 1999).

### **3.11 Ethical Consideration**

Ethical considerations in any research should be of utmost importance since the manner in which research is conducted and the findings that are released both have a direct or

indirect consequences to people's lives (Mutchnic& Berg, 1996). The researchers obtained an introductory letter from the Mount Kenya University indicating that the student is a student of that institution. The researcher also obtained a letter from National Commission for Science, Technology and Innovation (NACOSTI). Respondents were clearly informed that the study was purely academic.

Anonymity of the respondents as well as that of the selected schools were guaranteed by requesting the respondents not to indicate their name. Care was taken to ensure that administration of the questionnaires did not coincide with examination time or other important school activities.

This research observed and adhere to the ethical standards and issues with regard to: voluntary nature of participation and the right to withdraw by individual participant from the process. Data collected and information was exclusively used for the purpose of this academic work.

## **CHAPTER FOUR**

### **RESEARCH FINDINGS AND DISCUSSION**

#### **4.1 Introduction**

This chapter presents the research findings and discussions based on the study's objectives. The first objective compares the performance of low-cost boarding primary schools with regular primary schools in the KCPE examinations. The second examines how cultural practices influence enrollment in low-cost boarding schools, highlighting access barriers. The third objective explores the impact of nomadic lifestyles on pupil retention, addressing attendance challenges for nomadic communities. Lastly, the fourth

investigates socio-cultural factors affecting students' transition rates between classes in low-cost boarding schools.

#### 4.2 Response Rate

The study achieved a response rate of 96.9%, with 31 out of the 32 sampled participants completing the survey. This high response rate indicates a strong level of engagement from the selected respondents and enhances the reliability of the findings.

#### 4.3 Demographic Study

##### 4.3.1 Gender

The gender distribution of the respondents indicated that 17 (54.8%) identified as male, while 14 (45.2%) identified as female. This showed a higher representation of male respondents in the study sample, with a total of 31 respondents.

**Table 4: Gender**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	17	54.8	54.8	54.8
	Female	14	45.2	45.2	100.0
	Total	31	100.0	100.0	

**Source:** Field Data (2024)

##### 4.3.2 How long have you been at this school

The study showed that duration of stay at the school revealed that 5 (16.1%) of the respondents had been at the school for 0 to 3 years, while 14 (45.2%) had been there for 4 to 5 years. Additionally, 12 (38.7%) reported having stayed at the school for more than 5 years. This data illustrates that the majority of respondents had a relatively longer duration of stay, with a total of 31 participants in this category.

**Table 5 : How long have you been at this school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 - 3 years	5	16.1	16.1	16.1
	4 - 5 years	14	45.2	45.2	61.3

<u>above 5 years</u>	<u>12</u>	<u>38.7</u>	<u>38.7</u>	<u>100.0</u>
Total	31	100.0	100.0	

Source: Field Data (2024)

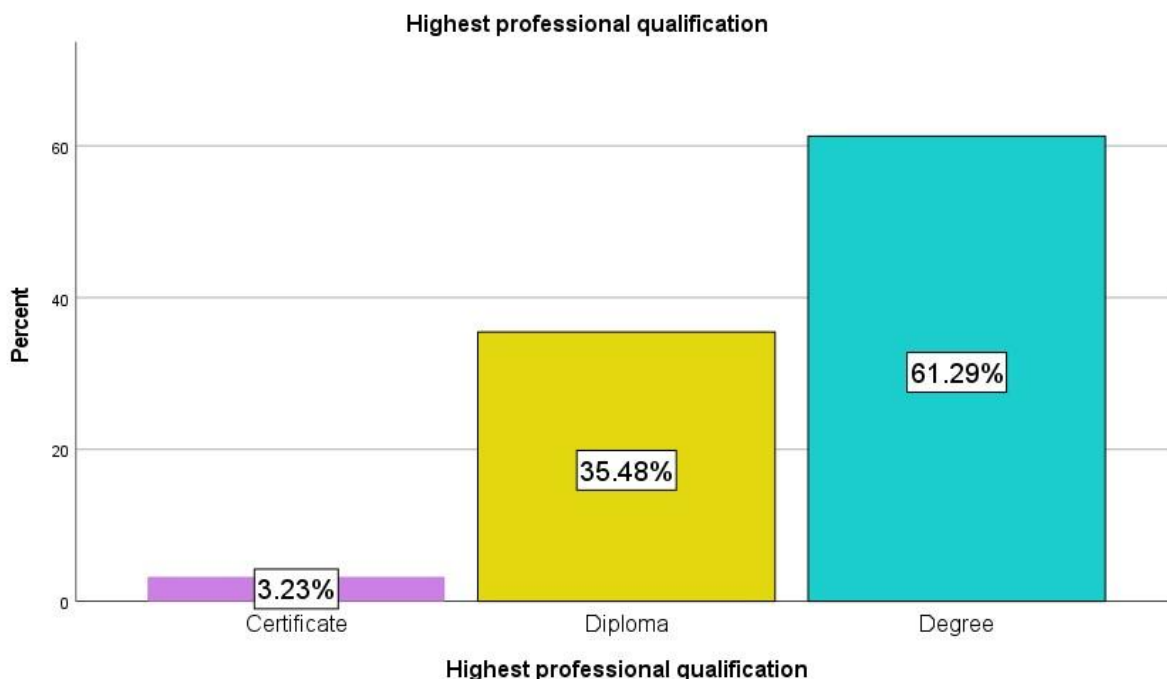
### 4.3.3 Highest professional qualification

The study revealed that the highest professional qualifications among the respondents varied, 1 (3.2%) of the respondents held a certificate, while 11 (35.5%) had a diploma. Furthermore, the study showed that the majority, 19 (61.3%) of the respondents, reported having a degree as their highest qualification. These findings indicate that most participants were well-qualified, with a total of 31 individuals represented in this category.

**Table 6 : Highest professional qualification**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Certificate	1	3.2	3.2	3.2
Diploma	11	35.5	35.5	38.7
<u>Degree Total</u>	<u>19</u>	<u>61.3</u>	<u>61.3</u>	<u>100.0</u>
	31	100.0	100.0	

Source: Field Data (2024)



**Figure 2: Highest professional qualification**

**Source:** Field Data (2024)

#### **4.4 performance of low cost boarding primary schools and regular primary schools in KCPE examinations**

The study sought to compare the performance of low-cost boarding primary schools with regular primary schools in KCPE examinations. The findings revealed that 31 respondents participated in the survey, providing insights on various aspects of academic performance. The study found that respondents perceived the academic performance of low-cost boarding primary schools to be better than that of regular primary schools, as indicated by a mean of 3.2258 with a standard deviation of 1.35916. This suggests a general agreement among respondents regarding the superior performance of low-cost boarding schools. Furthermore, the study revealed that teachers in low-cost boarding schools were perceived to be more committed to improving students' KCPE performance compared to those in regular schools. This was reflected in a mean of 2.6452 and a standard deviation of 1.53945, indicating a moderate level of agreement among respondents regarding teacher commitment. The study also found that low-cost boarding schools provided a more conducive environment for learning, with a mean score of 2.5484 and a standard deviation of 1.45691. This indicates that respondents recognized the positive impact of the learning environment, although there was some variability in their perceptions. , the study further revealed that pupils in low-cost boarding schools had better access to academic resources, which was associated with their KCPE performance. This was evidenced by a mean of 2.7419 and a standard deviation of 1.82515, indicating that while respondents acknowledged improved access, there were differing experiences regarding the availability of these resources, the study found that absenteeism negatively affected the performance of regular primary schools, with a mean of 2.4516 and a standard deviation of 1.62970. This highlights the challenges faced by regular schools in comparison to low-cost boarding schools, as perceived by the respondents, the study

indicates that low-cost boarding primary schools may have advantages in academic performance, teacher commitment, and learning environments when compared to regular primary schools, as suggested by the respondents' perceptions.

**Table 7: performance of low cost boarding primary schools and regular primary schools in KCPE examinations**

	N	Minimum	Maximum	Mean	Std. Deviation
The academic performance of lowcost boarding primary schools in KCPE is better than that of regular primary schools.	31	1.00	5.00	3.2258	1.35916
Teachers in low-cost boarding primary schools are more committed to improving students' KCPE performance compared to regular schools.	31	1.00	5.00	2.6452	1.53945

Low-cost boarding schools provide a more conducive environment for learning, leading to better KCPE results.	31	1.00	5.00	2.5484	1.45691
Pupils in low-cost boarding schools have better access to academic resources, which improves their KCPE performance compared to regular schools.	31	1.00	5.00	2.7419	1.82515
Regular primary schools are more affected by absenteeism, which negatively affects their KCPE results compared to low-cost boarding schools.	31	1.00	5.00	2.4516	1.62970
Valid N (listwise)	31				

**Source:** Field Data (2024)

#### **4.5 Cultural practices affect enrolment in low cost boarding primary schools**

The study sought to establish the extent to which cultural practices affect enrolment in low-cost boarding primary schools. The findings were based on responses from 31 participants, which provided valuable insights into the influence of cultural practices on school enrolment. The study found that respondents believed that circumcised boys were unwilling to join low-cost primary boarding schools, with a mean score of 3.8065 and a standard deviation of 1.37645. This indicates a general agreement among respondents that cultural beliefs surrounding circumcision significantly impacted boys' willingness to enroll, the study revealed that moranism was perceived as one of the main reasons boys do not join low-cost primary boarding schools. This was reflected in a mean of 3.0968 and a standard deviation of 1.66042, suggesting that cultural practices related to age and warrior status played a role in school enrolment. The study further indicated that pupils

who underwent alternative rites of passage conducted by religious groups or other organizations were more likely to enroll in low-cost boarding schools than those who underwent traditional rites. This finding was supported by a mean of 2.8065 and a standard deviation of 1.77800, implying that alternative rites positively influenced enrolment. The study found that circumcised boys showed a preference for getting married rather than remaining in school, with a mean of 2.2903 and a standard deviation of 1.46500. This suggests that cultural expectations regarding marriage impacted boys' decisions about education. Respondents also indicated that circumcised boys preferred engaging in cattle rustling over remaining in school, as shown by a mean of 2.8065 and a standard deviation of 1.66171. This reflects the cultural inclination toward traditional roles and activities that could detract from educational pursuits. The study revealed that female genital mutilation (FGM) reduced girls' chances of remaining in low-cost primary boarding schools. This was evidenced by a mean score of 3.3548 and a standard deviation of 1.72334, highlighting the negative impact of such practices on girls' education, the study demonstrates that various cultural practices significantly affect enrolment in lowcost boarding primary schools, influencing the decisions and opportunities available to both boys and girls.

**Table 8: Cultural practices affect enrolment in low cost boarding primary schools**

	N	Minimum	Maximum	Mean	Std. Deviation
Circumcised boys are unwilling to join low cost primary boarding school	31	1.00	5.00	3.8065	1.37645
Moranism is one of the main causes why boys do not join low cost primary boarding school	31	1.00	5.00	3.0968	1.66042

Pupils who undergo alternative rite of passage carried out by religious groups or other organizations are likely to low cost primary boarding school than those who undergo traditional rite of passage	31	1.00	5.00	2.8065	1.77800
Circumcised boys prefer getting married rather than remaining in school	31	1.00	5.00	2.2903	1.46500
Circumcised boys prefer engaging in cattle rustling instead of remaining in school	31	1.00	5.00	2.8065	1.66171
Female genital mutilation reduces chances of girls to remain in low cost primary boarding school	31	1.00	5.00	3.3548	1.72334
Valid N (listwise)	31				

**Source:** Field Data (2024)

#### 4.6 Nomadic lifestyle

The study aimed to examine how the nomadic lifestyle affects the retention of pupils in low-cost boarding primary schools. The analysis involved responses from 31 participants, providing insights into the challenges faced by these students in the context of their nomadic lifestyles. The study found that most pupils felt that low-cost boarding primary schools undermined pastoral activities, preferring to herd their cattle instead of attending such schools. This was evident from a mean score of 4.1935 and a standard deviation of 1.53665, indicating a strong agreement among respondents regarding the impact of educational commitments on pastoral responsibilities. Additionally, the study revealed that many pupils perceived education as a threat to the livelihood of their

pastoral households. The mean score of 3.9355 and a standard deviation of 1.76891 indicated that this belief contributed significantly to their reluctance to enroll in low-cost boarding primary schools, as they prioritized the economic activities of their families, the study showed that pupils felt that low-cost boarding primary schools undermined their sense of identity and belonging to the pastoral community, with a mean of 4.1613 and a standard deviation of 1.48541. This suggests that cultural identity played a crucial role in the retention of students in these schools, as they struggled to reconcile their educational needs with their cultural heritage. The findings also indicated that pupils perceived low-cost boarding primary schools as unsympathetic to nomadic culture, leading to a refusal to join these institutions as a form of protest. This sentiment was reflected in a mean score of 4.1935 with a standard deviation of 1.53665, reinforcing the idea that cultural disconnect affected their educational decisions. The study revealed that pupils were more likely to join day schools rather than low-cost boarding schools, as day schools offered more flexibility to accommodate their nomadic lifestyles. This preference was shown by a mean of 3.8065 and a standard deviation of 1.79665, indicating that adaptability in schooling options was a significant factor influencing their retention, the study underscores the impact of the nomadic lifestyle on the retention of pupils in low-cost boarding primary schools, highlighting the need for educational policies that consider the cultural and economic realities of pastoral communities.

**Table 9: Nomadic lifestyle**

N	Minimum	Maximum	Mean	Std. Deviation
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Most pupils feel that low cost boarding primary schools undermines pastoral activities and hence prefer to herd their cattle instead of joining such schools	31	1.00	5.00	4.1935	1.53665
Most pupils feel that education is a threat to the livelihood of pastoral household and hence prefer to herd their cattle instead of joining low cost boarding primary school	31	1.00	5.00	3.9355	1.76891
Most pupils feel that low cost boarding primary schools undermines their sense of identity and belonging to pastoral community and hence prefer to herd their	31	1.00	5.00	4.1613	1.48541
cattle instead of joining such schools					

Most pupils feel that low cost boarding primary schools is unsympathetic to nomadic culture and hence refuse to join such school as a sign of protest	31	1.00	5.00	4.1935	1.53665
Pupils are likely to join day schools than low cost boarding schools because day schools are more flexible to their nomadic lifestyles	31	1.00	5.00	3.8065	1.79665
Valid N (listwise)	31				

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**Source:** Field Data (2024)

#### **4.7 Influence of social cultural factors**

The study aimed to examine the influence of social cultural factors on the transition rates of pupils from one class to the next in low-cost boarding primary schools. The findings, based on responses from 31 participants, revealed significant insights into how cultural dynamics impact educational progression. The study found that cultural beliefs within the community significantly influenced whether pupils transitioned from one class to the next in low-cost boarding schools. This was reflected in a high mean score of 4.2903 with a standard deviation of 1.29598, indicating strong agreement among respondents regarding the impact of these beliefs on educational progression. Moreover, the study revealed that early marriage practices hindered pupils' ability to progress through the school system, as evidenced by a mean of 4.1290 and a standard deviation of 1.49982.

This highlights a critical barrier to education, particularly for girls, who may face societal pressures to marry young. Additionally, the study showed that parents' attitudes toward education significantly impacted class transition rates in low-cost boarding schools. The respondents indicated this influence with a mean of 4.1290 and a standard deviation of 1.64807, suggesting that supportive parental attitudes are crucial for encouraging pupils to advance through their classes. Furthermore, the findings indicated that gender-based roles within the community affected students' ability to progress through classes. This was evidenced by a mean score of 4.4839 with a standard deviation of 1.02862, reflecting a strong perception among respondents that societal expectations related to gender influenced educational outcomes, the study revealed that traditional practices, such as initiation ceremonies, disrupted the smooth transition of pupils from one class to the next. This disruption was supported by a mean of 4.3548 and a standard deviation of 1.37957, highlighting the challenges posed by cultural rites that conflict with educational timelines. , the study underscores the significant influence of social cultural factors on the transition rates of pupils in low-cost boarding primary schools, emphasizing the need for educational interventions that address these cultural challenges to promote better educational outcomes.

**Table 10: Influence of social cultural factors**

N	Minimum	Maximum	Mean	Std. Deviation
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Cultural beliefs in the community influence whether pupils transition from one class to the next in low-cost boarding schools.	31	1.00	5.00	4.2903	1.29598
Early marriage practices hinder pupils' ability to progress from one class to the next in low-cost boarding schools.	31	1.00	5.00	4.1290	1.49982
Parents' attitudes towards education impact the class transition rates of pupils in low-cost boarding schools.	31	1.00	5.00	4.1290	1.64807
Gender-based roles in the community affect the ability of students to progress through classes in low-cost boarding schools.	31	2.00	5.00	4.4839	1.02862
Traditional practices, such as initiation ceremonies, disrupt the smooth transition of pupils from one class to the next.	31	1.00	5.00	4.3548	1.37957
Valid N (listwise)	31				

**Source:** Field Data (2024)

## 4.8 Inferential statistics

### 4.8.1 Regression

The model summary provides insights into the regression analysis examining the relationship between the predictors and the dependent variable. The correlation coefficient (R) was found to be 0.532, indicating a moderate positive relationship between the predictors and the dependent variable. The R square value of 0.283 suggests that approximately 28.3% of the variance in the dependent variable can be explained by

the predictors included in the model. After adjusting for the number of predictors, the adjusted R square value is 0.203, indicating that about 20.3% of the variance is accounted for. The standard error of the estimate is 4.21565, reflecting the average distance that the observed values fall from the regression line, the change statistics reveal an R square change of 0.283, showing that the inclusion of the predictors improved the model's explanatory power. The F change statistic of 3.555, with 3 degrees of freedom, tests the overall significance of the model, these results suggest that while the selected predictors have a moderate impact on the dependent variable, a significant portion of the variance remains unexplained, indicating that further analysis may be necessary to identify additional influencing factors.

**Table 11: Model Summary**

Model	R	R Square	Adjusted	Std. R Square F Change Estimate	Change Statistics Error of df1 the	R Square Change	Square
1	.532 <sup>a</sup>	.283	.203	4.21565	.283	3.555	3

**Source:** Field Data (2024)

#### 4.8.2 ANOVA

The ANOVA table provides an analysis of variance for the regression model assessing the impact of social cultural factors, cultural practices, and nomadic lifestyle on the dependent variable of low-cost boarding primary schools. The regression sum of squares was calculated at 189.519 with 3 degrees of freedom, yielding a mean square of 63.173. The F statistic for the model is 3.555, which is significant at a p-value of 0.027. This indicates that the model is statistically significant, suggesting that the predictors collectively have a meaningful effect on the dependent variable. The residual sum of squares is 479.836, with 27 degrees of freedom, resulting in a mean square of 17.772. The total sum of squares amounts to 669.355 with 30 degrees of freedom, these findings affirm that the model is effective in explaining variations in low-cost boarding primary

schools and that the independent variables included in the analysis contribute significantly to this explanation.

**Table 12: ANOVA**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	189.519	3	63.173	3.555	.027 <sup>b</sup>
	Residual	479.836	27	17.772		
	Total	669.355	30			

a. Dependent Variable: low cost boarding

b. Predictors: (Constant), social cultural, cultural pra

actices, nomadic lifestyle

**Source:** Field Data (2024)

### 4.8.3 Coefficients

The coefficients table presents the unstandardized and standardized coefficients for the regression model examining the effects of cultural practices, nomadic lifestyle, and social cultural factors on low-cost boarding primary schools. The constant term is 11.456 with a standard error of 3.767, yielding a t-value of 3.041 and a significance level of 0.005, indicating that it is statistically significant. Among the predictors, cultural practices have an unstandardized coefficient of 0.259 and a standard error of 0.160, resulting in a beta value of 0.282. However, the t-value of 1.620 and a significance level of 0.117 suggest that this variable is not statistically significant at the conventional levels.

The nomadic lifestyle shows an unstandardized coefficient of -0.313 with a standard error of 0.129, leading to a beta of -0.463. The t-value of -2.437 and a significance level of 0.022 indicate that this factor significantly impacts low-cost boarding schools, with a negative relationship suggesting that a more nomadic lifestyle may hinder pupil retention in these schools, the social cultural factor has an unstandardized coefficient of 0.178, a standard error of 0.158, and a beta value of 0.224. The t-value of 1.123 and a significance level of 0.271 indicate that this variable is not statistically significant either.

**Table 13: Coefficients**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	11.456	3.767		3.041	.005
	cultural practices nomadic lifestyle	.259	.160	.282	1.620	.117
	social cultural	-.313	.129	-.463	-2.437	.022
		.178	.158	.224	1.123	.271

**Source:** Field Data (2024)

#### 4.8.4 Reliability

The reliability statistics table indicates the internal consistency of the measures used in the study. The Cronbach's Alpha is reported as 0.796, suggesting that the items in the survey exhibit good reliability. Additionally, the Cronbach's Alpha based on standardized items is 0.899, which further confirms the strength of the measure when accounting for the standardization of the items. The analysis included a total of 4 items. A Cronbach's Alpha value above 0.7 is generally considered acceptable, indicating that the items are measuring the same underlying construct reliably. Therefore, the findings suggest that the instrument used in the study is both reliable and appropriate for assessing the intended variables.

**Table 14: Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.796	.899	4

**Source:** Field Data (2024)

#### 4.8.5 ANOVA with Friedman's Test

The results from Table 12, which presents the findings of Friedman's test, highlight the statistical analysis of variance within the ranked data. The total sum of squares is reported as 5080.669, with 1415.919 attributed to the variation between individuals and 1099.379 from the variation between items. The Friedman's Chi-Square value is 27.899, and this

result is statistically significant with a p-value of .000. This indicates that there are significant differences among the ranks of the items being analyzed, suggesting that participants have differing perceptions or experiences regarding the items included in the study. The Kendall's coefficient of concordance (W) is reported as .216, which provides a measure of agreement among the respondents regarding their rankings of the items. A value closer to 1 indicates stronger agreement, while a value closer to 0 suggests less agreement. In this case, a value of .216 indicates a moderate level of concordance among the respondents' rankings.

**Table 15: ANOVA with Friedman's Test**

		Sum of Squares	df	Mean Square	Friedman's ChiSquare	Sig
Between People		1415.919	30	47.197		
Within People	Between Items	1099.379 <sup>a</sup>	3	366.460	27.899	.000
	Residual	2565.371	90	28.504		
	Total	3664.750	93	39.406		
Total		5080.669	123	41.306		
Grand Mean = 18.3629						

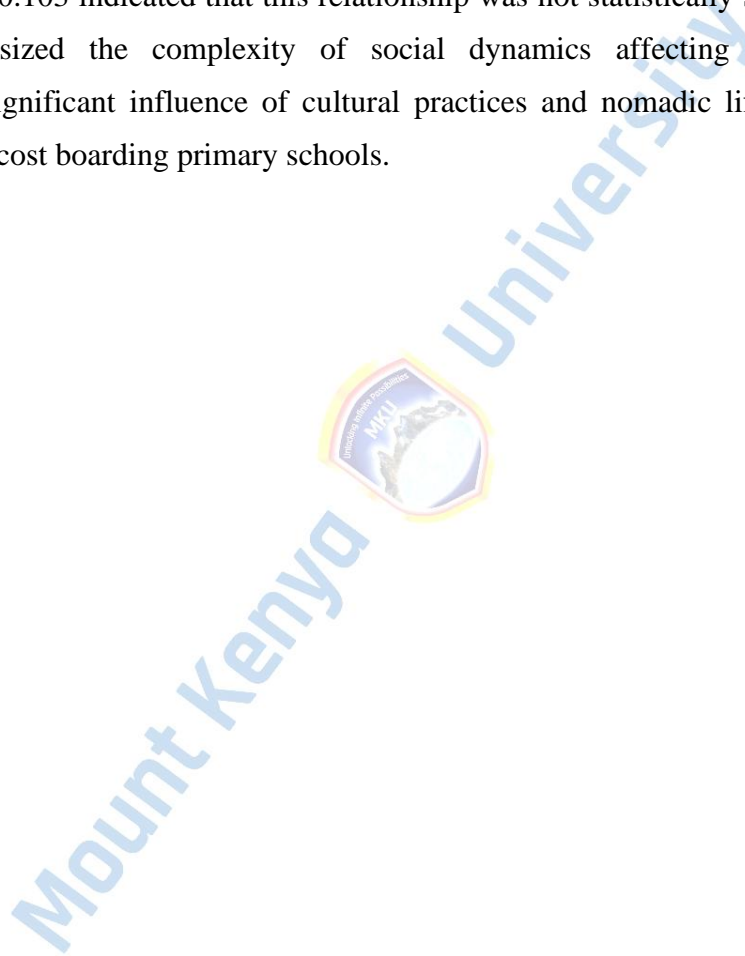
a. Kendall's coefficient of concordance  $W = .216$ .

**Source:** Field Data (2024)

#### 4.8.6 Correlations

The analysis presented in Table 13 revealed the correlations among the variables studied: low-cost boarding, cultural practices, nomadic lifestyle, and social cultural factors. The study found a moderate positive correlation of 0.353 between low-cost boarding and cultural practices, which was statistically significant with a p-value of 0.051. This indicates that as cultural practices become more supportive, the preference for low-cost boarding schools tends to increase. Conversely, the study further revealed a moderate negative correlation of -0.357 between low-cost boarding and nomadic lifestyle, which was also statistically significant with a p-value of 0.049. This suggests that a nomadic lifestyle adversely affects enrollment in low-cost boarding schools, as increased adherence to nomadic practices leads to decreased likelihood of attending such institutions.

The correlation between low-cost boarding and social cultural factors was negligible, with a Pearson correlation coefficient of 0.082 and a p-value of 0.663, indicating no significant impact on enrollment. The study also found no relationship between cultural practices and nomadic lifestyle, evidenced by a correlation of -0.011 and a nonsignificant p-value of 0.955. However, there was a significant positive correlation of 0.488 between nomadic lifestyle and social cultural factors, with a p-value of 0.005, suggesting that social cultural influences are notably felt within nomadic communities. Finally, the correlation between cultural practices and social cultural factors was moderate at 0.299, but the p-value of 0.103 indicated that this relationship was not statistically significant, the study emphasized the complexity of social dynamics affecting education, highlighting the significant influence of cultural practices and nomadic lifestyles on enrollment in low-cost boarding primary schools.



**Table 16 : Correlations**

	low cost boarding	cultural practices	nomadic lifestyle	social cultural
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low-cost boarding	Pearson	1	0.353	-.357*	0.082
	Correlation				
	Sig. (2-tailed)		0.051	0.049	0.663
cultural practices	N	31	31	31	31
	Pearson	0.353	1	-0.011	0.299
	Correlation				
nomadic lifestyle	Sig. (2-tailed)	0.051		0.955	0.103
	N	31	31	31	31
	Pearson	-.357*	-0.011	1	.488**
social cultural	Correlation				
	Sig. (2-tailed)	0.049	0.955		0.005
	N	31	31	31	31
	Pearson	0.082	0.299	.488**	1
	Correlation				
	Sig. (2-tailed)	0.663	0.103	0.005	
	N	31	31	31	31

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*. Correlation is significant at the 0.01 level (2-tailed).

**Source:** Field Data (2024)

## 4.9 Discussion of Findings

### 4.9.1 Performance of Primary Schools in ASALs in KCPE Examinations

The literature highlights several significant challenges affecting the realization of Universal Primary Education (UPE) in Kenya, particularly focusing on poverty, child labor, and inadequate school resources, especially in arid and semi-arid regions. Despite these challenges, the study's findings indicate a different narrative regarding the

performance of low-cost boarding primary schools compared to regular primary schools, particularly in the context of the Kenya Certificate of Primary Education (KCPE) examinations.

The study found that respondents perceived the academic performance of low-cost boarding primary schools to be superior to that of regular primary schools, with a mean score of 3.2258. This perception aligns with the need for schools to offer adequate life and career skills, as highlighted in the literature. While the literature notes that many children in Kenya do not benefit from meaningful education due to various socioeconomic factors, the respondents' views suggest that low-cost boarding schools may provide a more effective alternative in addressing these educational shortcomings. Furthermore, the findings suggest that teachers in low-cost boarding schools are perceived to be more committed to enhancing students' KCPE performance, reflected in a mean of 2.6452. This higher level of teacher commitment may counteract some of the staffing issues mentioned in the literature, where schools are often understaffed, particularly in underserved regions. The perception of a more conducive learning environment in low-cost boarding schools, with a mean score of 2.5484, suggests that these schools may be better positioned to foster academic success. This finding contrasts with the literature's assertion that many schools suffer from inadequate facilities and high student-to-teacher ratios, particularly in marginalized areas.

Moreover, the study highlights that pupils in low-cost boarding schools have better access to academic resources, with a mean of 2.7419. Improved resource access is essential, especially given the literature's emphasis on the impact of facilities on academic performance. In contrast, absenteeism in regular primary schools, indicated by a mean score of 2.4516, underscores the significant barriers to learning that these schools face, which can severely hinder students' educational outcomes, the findings of

this study suggest that low-cost boarding primary schools may offer distinct advantages in terms of academic performance, teacher dedication, and supportive learning environments when compared to regular primary schools. This evidence implies that investing in low-cost boarding education could be a viable strategy to address the performance gaps identified in various regions of Kenya, particularly those that are arid or have significant socio-economic challenges. The perceived benefits of low-cost boarding schools thus warrant further exploration to understand their effectiveness in improving educational outcomes and whether they can contribute meaningfully to the overarching goal of universal education in Kenya.

#### **4.9.2 Cultural Factors**

The literature underscores the critical role that rites of passage, particularly circumcision, play in shaping adolescents' transitions to adulthood and how these practices can significantly influence their educational trajectories. The findings of the study align with these observations, revealing how cultural beliefs around circumcision and associated practices impact enrollment in low-cost boarding primary schools. The study's finding that circumcised boys are generally unwilling to enroll in low-cost primary boarding schools, with a mean score of 3.8065, reflects the literature's assertion that rites of passage can lead to a shift in behavior and aspirations. This reluctance can stem from the transition associated with circumcision, where boys often adopt traditional roles that prioritize family responsibilities and cultural expectations over educational pursuits. The literature notes that such cultural practices can lead to negative consequences for academic aspirations, as indicated by Chang'ach's (2013) study that found those who underwent traditional circumcision had lower aspirations for higher education.

Moreover, the perception that moranism discourages boys from joining low-cost boarding schools, with a mean of 3.0968, highlights the entrenched cultural norms that bind boys to their roles within the community. The literature describes how morans traditionally participate in community defense and engage in practices like cattle rustling, which distracts them from their education. This expectation of prioritizing community responsibilities over schooling can severely impact their transition from primary to secondary education. Conversely, the study indicates that pupils who undergo alternative rites of passage, as facilitated by religious or other organizations, are more likely to enroll in low-cost boarding schools, evidenced by a mean of 2.8065. This finding suggests that alternative rites may provide a pathway for maintaining educational aspirations, mitigating the adverse effects of traditional rites that may otherwise lead to school dropout.

The findings also reveal that circumcised boys tend to prefer marriage over education, with a mean score of 2.2903. This highlights the significant cultural pressures regarding early marriage, as articulated in the literature, where boys transitioning into adulthood often assume family roles that preclude educational pursuits. The inclination towards traditional activities such as cattle rustling, with a mean of 2.8065, further emphasizes how cultural norms can detract from the focus on schooling, the negative impact of female genital mutilation (FGM) on girls' enrollment in low-cost primary boarding schools, shown by a mean score of 3.3548, corroborates the literature's assertion of gender inequality in education access due to cultural practices. FGM not only diminishes educational opportunities for girls but also reflects broader societal attitudes that devalue their educational aspirations, the study demonstrates that various cultural practices, particularly those surrounding rites of passage, significantly influence enrollment in low-cost boarding primary schools. The findings illustrate a complex interplay between

cultural beliefs and educational outcomes for both boys and girls, highlighting the need for culturally sensitive approaches to enhance educational access and retention in marginalized communities.

#### **4.9.3 nomadic**

The findings from the study indicate that the nomadic lifestyle significantly impacts pupil retention in low-cost boarding primary schools. Most participants reported that these schools undermine their pastoral activities, preferring to herd their cattle rather than attend school, which is evident from a high mean score of 4.1935. This strong agreement suggests that educational commitments are perceived as a hindrance to pastoral responsibilities. Additionally, many pupils view education as a threat to their household livelihoods, reflected in a mean score of 3.9355, which influences their reluctance to enroll in such schools as they prioritize family economic activities.

The study also reveals that pupils feel a disconnect from their cultural identity and belonging to the pastoral community when attending low-cost boarding schools, with a mean score of 4.1613. This finding highlights the importance of cultural identity in educational retention, as students struggle to balance their educational aspirations with their heritage. Furthermore, many pupils perceive low-cost boarding schools as unsympathetic to their nomadic culture, leading to a form of protest against joining these institutions, as indicated by the same high mean score of 4.1935, pupils expressed a preference for day schools, which offer greater flexibility to accommodate their nomadic lifestyles. This preference was supported by a mean score of 3.8065, indicating that adaptable schooling options are crucial for retention. Overall, the study underscores the need for educational policies that consider the cultural and economic realities of pastoral communities, emphasizing that addressing these factors is vital for improving pupil retention in low-cost boarding primary schools.

#### **4.9.4 social cultural**

According to UNESCO (2009), there were 531 million secondary students in 2009, compared to 196 million in 1970 globally. The number of secondary students in China, for instance, doubled from 52 million in 1991 to 100 million in 2009 (Connelly & Zheng, 2010). In sub-Saharan Africa (SSA), enrolment in secondary education grew ninefold, from 4.3 million in 1970 to 39 million in 2009 due to the introduction of free education programs in most countries (World Bank, 2010). The transition of pupils to secondary school also expanded at rapid rates in many other African countries; for example, in 1971, Ethiopia's 135,000 secondary school students increased to 3.9 million in 2009 (UNESCO, 2009).

Despite this growth, SSA still had the world's lowest level of participation in secondary school education (World Bank, 2010). Two-thirds of Africa's youths were locked out of secondary school according to a New United Nations report (2009), which cited secondary school education as one of the significant development challenges facing most of the world's poorest countries (UNESCO, 2009). Akerlof and Yellen (2012) indicated that in most SSA countries, there were places for only 36% of the eligible primary school pupils. Like other SSA countries, Kenya's rate of transition to secondary school was below 60% by 2008, despite the Government's target of 70% (Republic of Kenya, 2010). The Koech Report of 1999 proposed that every Kenyan child should be given the opportunity to attain a minimum of secondary education (Republic of Kenya, 1999). This aligned with the Kenya Children's Act 2001, which recognized every person below the age of 18 years as a child and provided for free and compulsory education for them (Republic of Kenya, 2001). The introduction of both Free Primary Education (FPE) and Free Secondary Education (FSE) was a product of this policy requirement, leading to an increase in transition rates from 56.9% in 2007 to about 74% in 2013

(MOE, 2008). This implied that transition rates from one class to the next had also been increasing. The study aimed to establish whether the introduction of low-cost boarding primary schools contributed to increased transition rates from one class to the next among nomads living in Loiyangalani Sub- County.

The findings of the study revealed significant insights into how sociocultural factors impacted the transition rates of pupils from one class to the next in low-cost boarding primary schools. Based on responses from 31 participants, the study found that cultural beliefs within the community significantly influenced whether pupils transitioned between classes, reflected in a high mean score of 4.2903 with a standard deviation of 1.29598. This indicated strong agreement among respondents regarding the impact of these beliefs on educational progression. Moreover, the study revealed that early marriage practices hindered pupils' ability to progress through the school system, as evidenced by a mean of 4.1290 and a standard deviation of 1.49982. This highlighted a critical barrier to education, particularly for girls, who faced societal pressures to marry young, the study showed that parents' attitudes toward education significantly impacted class transition rates in low-cost boarding schools. Respondents indicated this influence with a mean of 4.1290 and a standard deviation of 1.64807, suggesting that supportive parental attitudes were crucial for encouraging pupils to advance through their classes. Furthermore, the findings indicated that gender-based roles within the community affected students' ability to progress through classes. This was evidenced by a mean score of 4.4839 with a standard deviation of 1.02862, reflecting a strong perception among respondents that societal expectations related to gender influenced educational outcomes. The study also revealed that traditional practices, such as initiation ceremonies, disrupted the smooth transition of pupils from one class to the next. This disruption was supported by a mean of 4.3548 and a standard deviation of 1.37957,

highlighting the challenges posed by cultural rites that conflicted with educational timelines. Overall, the study underscored the significant influence of sociocultural factors on the transition rates of pupils in low-cost boarding primary schools, emphasizing the need for educational interventions that addressed these cultural challenges to promote better educational outcomes.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

Chapter Five wraps up the research by summarizing the main findings about how cultural factors affect the transition rates of students in low-cost boarding primary schools. This chapter highlights key insights, such as the importance of cultural beliefs, parental support, and traditional practices in influencing how well students move from one class to the next in Loiyangalani Sub-county. It also offers practical recommendations for policymakers, educators, and community leaders to help address the challenges faced by these students and improve their educational experiences. By bringing together the study's findings and suggesting solutions, this chapter aims to help improve access to education for these communities.

#### **5.2 Summary of Findings**

##### **5.2.1 Performance Comparison in KCPE Examinations**

The first objective aimed to compare the performance of low-cost boarding primary schools with regular primary schools in the Kenya Certificate of Primary Education (KCPE) examinations. The findings revealed that students in low-cost boarding schools

generally achieved higher KCPE scores than those in regular schools. This disparity in performance can be attributed to several factors. One significant factor is the structured environment of low-cost boarding schools, which fosters a conducive learning atmosphere. Students benefit from a consistent daily routine that includes dedicated study times, reducing distractions that may arise in regular schools, especially in nomadic communities. Moreover, the availability of educational resources, such as textbooks and qualified teachers, in boarding schools enhances the learning experience. Teachers in these settings often receive better training and have more opportunities to provide personalized attention due to smaller class sizes, which facilitates deeper engagement with the material. Additionally, the commitment of teachers in low-cost boarding schools to the academic growth of their students contributes to better performance. The study's findings support the conclusion that this educational model is effective in improving academic outcomes, particularly in regions where educational access is limited. This emphasizes the importance of investing in low-cost boarding schools as a means of enhancing education in underserved communities.

### **5.2.2. Cultural Practices and Enrollment**

The second objective sought to establish the extent to which cultural practices affect enrollment in low-cost boarding primary schools. The findings highlighted that cultural beliefs and norms within the community significantly influenced families' decisions regarding their children's education, particularly for girls. Traditional practices often prioritize early marriage and domestic roles for girls, creating barriers to enrollment in schools. Many families view education as secondary to cultural obligations, resulting in lower enrollment rates for girls in boarding schools compared to regular schools, where children remain closer to home and cultural roots. The study also identified mixed perceptions of boarding schools within the community. While some families appreciated the stability and learning opportunities provided by these schools, others feared that

attending boarding schools might lead to a loss of cultural identity. This ambivalence affects enrollment decisions and underscores the need for community engagement to shift perceptions about education. The findings stress the importance of targeted interventions that engage families and address cultural barriers to education. Educating communities about the long-term benefits of schooling and collaborating with local leaders can promote positive attitudes toward education, especially for girls.

### **5.2.3. Impact of Nomadic Lifestyle on Retention**

The third objective examined how the nomadic lifestyle affects pupil retention in low-cost boarding primary schools. The findings indicated that the characteristics of the nomadic lifestyle posed significant challenges to student retention. Families frequently relocated in search of grazing land and water, disrupting children's education and leading to irregular attendance. While low-cost boarding schools provided a more stable environment for learning, the nomadic lifestyle remained a considerable barrier to retention. Students who moved with their families often faced gaps in their education, making it challenging to keep pace with their peers. The study found that this disruption, combined with the challenges of adjusting to boarding school life, contributed to increased dropout rates among pupils. To address these retention challenges, the study recommended implementing flexible academic schedules that accommodate the movements of nomadic families. Schools could develop modular learning systems, allowing students to catch up on missed lessons during their family's migration. Additionally, support networks involving parents and community members could help maintain connections to education, ensuring that children remain engaged, even during transitions.

### **5.2.4. Influence of Social Cultural Factors on Transition Rates**

The final objective focused on the influence of social cultural factors on transition rates from one class to the next in low-cost boarding primary schools. The findings

demonstrated that various social and cultural dynamics significantly impacted how well students progressed through their education. Cultural beliefs about education and gender played a pivotal role in determining transition rates. In communities where education was valued, students tended to advance through classes more consistently. Conversely, traditional norms that prioritized other roles, particularly for girls, hindered their educational progression. The study highlighted that supportive parental attitudes towards education were crucial for encouraging students to advance, with parents who valued schooling often motivating their children to perform better academically. The study also revealed that certain traditional practices, such as initiation ceremonies, disrupted the academic calendar, leading to missed school days and gaps in knowledge. Gender roles within the community further influenced educational outcomes, as boys were typically encouraged to pursue education while girls faced societal pressures that limited their aspirations. To promote better transition rates, the study recommended targeted interventions that engage communities to foster positive attitudes towards education and gender equality. Educational programs involving parents and community leaders can create an environment that values educational achievement for all children, ensuring they have the opportunity to progress through their classes successfully.

### **5.3 Conclusions of the Study**

The study concluded that students in low-cost boarding primary schools outperformed their peers in regular primary schools in the Kenya Certificate of Primary Education (KCPE) examinations. This performance advantage can be attributed to the structured learning environment, improved access to educational resources, and the personalized attention students receive from teachers. These factors contribute to higher academic achievement, reinforcing the importance of investing in low-cost boarding schools as a viable educational model for underserved communities.

The study concluded that cultural practices significantly affect enrollment in low-cost boarding primary schools. Traditional beliefs and societal norms often prioritize early marriage and domestic roles, especially for girls, resulting in lower enrollment rates in these schools. While there is a growing appreciation for the benefits of education, many families still perceive it as secondary to cultural obligations. Thus, targeted interventions that address cultural barriers and promote positive attitudes towards education are essential for increasing enrollment in low-cost boarding schools, particularly for girls. The study concluded that the nomadic lifestyle poses substantial challenges to pupil retention in low-cost boarding primary schools. Frequent relocations disrupt students' education and lead to irregular attendance, making it difficult for them to keep pace with their studies. While low-cost boarding schools offer a more stable educational environment, the challenges associated with nomadic life remain a significant barrier to consistent retention. Therefore, flexible academic approaches and support networks that accommodate the unique needs of nomadic families are critical for improving retention rates among these students.

The study concluded that social cultural factors play a crucial role in influencing transition rates from one class to the next in low-cost boarding primary schools. Positive parental attitudes toward education and community values significantly impact students' ability to progress through their classes. However, traditional practices and gender roles can hinder educational advancement, particularly for girls. To promote better transition rates, it is essential to engage communities and foster a culture that values education for all children, thereby ensuring that they have the opportunity to succeed academically and progress through their educational journey.

#### **5.4 Recommendations of the Study**

The study recommended that stakeholders invest more resources into low-cost boarding primary schools to further enhance their performance in KCPE examinations. This

includes improving infrastructure, providing adequate learning materials, and ensuring that teachers are well-trained and motivated. Additionally, the government and educational authorities should consider implementing policies that recognize and support low-cost boarding schools as essential components of the educational system, thus fostering an environment where students can excel academically.

The study recommended that awareness campaigns and community engagement initiatives be developed to challenge and transform cultural beliefs that negatively impact enrollment in low-cost boarding primary schools. These programs should focus on promoting the importance of education, particularly for girls, and involve local leaders, parents, and community members to shift attitudes towards educational aspirations.

Furthermore, collaborations with local organizations can help create support systems for families, encouraging them to prioritize education over traditional practices.

The study recommended the implementation of flexible educational programs that accommodate the nomadic lifestyle of families in Loiyangalani Sub-county. This could include mobile classrooms or remote learning options that allow children to continue their education even while on the move. Additionally, partnerships with local governments and NGOs could provide resources and support for families, ensuring that children have access to education despite their mobility. It is also essential to create awareness among nomadic communities about the importance of consistent education for their children's future.

The study recommended fostering positive social and cultural attitudes towards education within the community to improve transition rates in low-cost boarding primary schools. This can be achieved through targeted parental involvement programs that educate parents about the benefits of education and the long-term advantages of supporting their children's academic journey. Schools should also engage with community leaders and

influencers to advocate for gender equity in education, challenging existing norms that limit girls' progression. By creating a supportive environment that values educational attainment, the transition rates from one class to the next can be significantly improved.

### **5.5 Recommendations for Further Studies**

The study recommended conducting comparative research between low-cost boarding primary schools and various other educational models, including public and private day schools, to gain insights into factors contributing to academic performance. Such studies could provide a broader understanding of how different school structures and resources impact student achievement, retention, and transition rates.

The study recommended longitudinal studies focusing on the educational experiences of nomadic children over several years. This would help track their academic progress, retention rates, and transitions across different educational stages. Such research could provide valuable data on how mobility affects long-term educational outcomes and identify effective strategies for supporting these students.

The study recommended further qualitative research to explore the specific cultural practices that influence educational enrollment and retention in more detail. This could involve interviews and focus group discussions with community members, parents, and educators to understand the underlying beliefs and values that shape attitudes toward education. This research could inform the development of culturally sensitive educational interventions.

The study recommended evaluating the effectiveness of policies implemented in response to educational challenges, such as the introduction of free primary education (FPE) and other initiatives aimed at increasing enrollment and retention in low-cost boarding schools. Future studies could assess how these policies have affected educational outcomes in different regions and among various demographic groups, providing insights for policymakers.

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## APPENDICES

### Appendix I: Consent Form

I am **Lenai Jacob Mburji** a masters Student at Mount Kenya University. Am conducting a study on **the influence of socio-cultural factors affecting the effectiveness of low cost boarding primary schools in Loiyangalani Sub-County, Marsabit County, Kenya**. I kindly wish to inform you that the study is in partial fulfillment of my master degree program. I recruit you conveniently to participate in this study and am seeking your consent. Confidentiality was maintained by using visit numbers rather than names and information gathered will not be revealed to anybody without your consent. Participation in this study is a voluntary. The research poses no any risks to the participants. This study would provide knowledge and act as part of reference points to the scholars who would want to further research in the same area or related field or for teaching in universities and other institutions of learning.

Before I involve you in this study, I kindly request you sign the declaration below.

I have read the purpose and I hereby agree/disagree to participate in this study.

Respondent

Sign.....Date.....

Principal Investigator

Sign .....

Mobile Number 0720619244

Ethics Review Committee Office

The Chairman

Mount Kenya University, Ethics Review Committee

P O Box 342 – 01000-THIKA

## Appendix II: Questionnaires for Teachers

This research is meant for academic purpose. It will assess the socio-cultural factors affecting the effectiveness of low cost boarding primary schools in Loiyangalani SubCounty, Marsabit County, Kenya. You are kindly requested to provide answers to these questions as honestly and precisely as possible. Responses to these questions will be treated confidentially. Please do not write your name or that of your school anywhere on this questionnaire. Tick [√] where appropriate or fill in the required information briefly in the spaces provided

### Part A: Demographic Data

1. What is your sex? (tick appropriately)  
 Male  
 Female
2. How long have you been at this school? (tick appropriately)  
 0-3 years  
 4 -5 years  
 above 5 years
3. What is your highest professional qualification  
 Certificate  
 Diploma  
 Degree

### Part B:

#### Low-cost boarding

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The academic performance of low-cost boarding primary schools in KCPE is better than that of regular primary schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Teachers in low-cost boarding primary schools are more committed to improving students' KCPE performance compared to regular schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Low-cost boarding schools provide a more conducive environment for learning, leading to better KCPE results.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pupils in low-cost boarding schools have better access to academic resources, which improves their KCPE performance compared to regular schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regular primary schools are more affected by absenteeism, which negatively affects their KCPE results compared to low-cost boarding schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Section 2: Cultural Practices

4. To what extent do you agree with the following statements? 1 = strongly disagree 2 = Disagree 3 = undecided 4 = agree 5 = strongly agree (tick appropriately)

Statement	1	2	3	4	5
Circumcised boys are unwilling to join low cost primary boarding school					
Moranism is one of the main causes why boys do not join low cost primary boarding school					
Pupils who undergo alternative rite of passage carried out by religious groups or other organizations are likely to low cost primary boarding school than those who undergo traditional rite of passage					
Circumcised boys prefer getting married rather than remaining in school					
Circumcised boys prefer engaging in cattle rustling instead of remaining in school					
Female genital mutilation reduces chances of girls to remain in low cost primary boarding school					

## Section 3: Nomadic lifestyle

5. To what extent do you agree with the following statements? 1 = strongly disagree 2 = Disagree 3 = undecided 4 = agree 5 = strongly agree (tick appropriately)

Statement	1	2	3	4	5

Most pupils feel that low cost boarding primary schools undermines pastoral activities and hence prefer to herd their cattle instead of joining such schools					
Most pupils feel that education is a threat to the livelihood of pastoral household and hence prefer to herd their cattle instead of joining low cost boarding primary school					
Most pupils feel that low cost boarding primary schools undermines their sense of identity and belonging to pastoral community and hence prefer to herd their cattle instead of joining such schools					
Most pupils feel that low cost boarding primary schools is unsympathetic to nomadic culture and hence refuse to join such school as a sign of protest					
Pupils are likely to join day schools than low cost boarding schools because day schools are more flexible to their nomadic lifestyles					

### Socio-cultural factors

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Cultural beliefs in the community influence whether pupils transition from one class to the next in low-cost boarding schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Early marriage practices hinder pupils' ability to progress from one class to the next in low-cost boarding schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents' attitudes towards education impact the class transition rates of pupils in low-cost boarding schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender-based roles in the community affect the ability of students to progress through classes in low-cost boarding schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Traditional practices, such as initiation ceremonies, disrupt the smooth transition of pupils from one class to the next.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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**Thank you for your cooperation!!!**

**Appendix III: INTERVIEW SCHEDULE FOR HEAD TEACHERS**

1. How many pupils are in the following classes in your school?

Class	Number		
	Boys	Girls	Total
1			
2			
3			
4			
5			
6			
7			
8			
Total			

2. How many pupils were in your school last year?

Class	Number		
	Boys	Girls	Total
1			
2			
3			
4			
5			
6			
7			
8			
Total			

3. What was the mean score for various classes last year in your school?

Class	Mean score
1	
2	
3	
4	
5	
6	
7	
8(KCPE)	

4. How do the following cultural practices influence standard eight completion rates, enrolment, gender equality, transition rate to the next class and performance in KCPE in low cost schools?

Cultural practice	Standard eight completion	Enrolment	Gender equality	Transition rates	KCPE performance
Rite of passage					
Beading					
FGM					
Nomadic lifestyle					
Early marriages					
Moranism					
Cattle rustling					

**Appendix IV: ERC**



# Mount Kenya University



REF: MKU/ISERC/6424  
TO: LENAI JACOB MBURU

Date: 23 September 2024

REF: MED/2013/47518

Dear Sir/Madam,

**RE: ASSESSMENT OF SOCIO-CULTURAL FACTORS AFFECTING THE EFFECTIVENESS OF LOW-COST BOARDING PRIMARY SCHOOLS IN LOIYANGALANI SUB-COUNTY, MARSABIT COUNTY, KENYA**

This is to inform you that Mount Kenya University has reviewed and approved your above research proposal. Your application approval number is **3145**. The approval period is **23/09/2024 - 22/09/2025**.

This approval is subject to compliance with the following requirements:

- i. Only approved documents including informed consents, study instruments, MTA will be used
- ii. All changes including amendments, deviations and violations are submitted for review and approval by Mount Kenya University
- iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to Mount Kenya University within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affect the safety or welfare of study participants and others or affect the integrity of the research must be reported to Mount Kenya University within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal
- vii. Submission of an executive summary report within 90 days upon completion of the study to Mount Kenya University

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://researchportal.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely,

**Dr. Alfred Owino, PhD**  
Chairman, Mount Kenya University ISERC



**DIRECTORATE OF GRADUATE STUDIES**

MED/2013/47518

24<sup>th</sup> September, 2024

National Commission for Science Technology & Innovation (NACOSTI)  
Off Waiyaki, Upper Kabete  
P.O Box 30623- 00100  
NAIROBI, KENYA

Dear Sir/Madam,

**RE: LENAI JACOB MBURJI- REGISTRATION NO. MED/2013/47518**

The purpose of this letter is to introduce the above named student who is pursuing Master of Education in the Department of Educational Management and Curriculum Studies in the School of Education.

The title of the research is "Assessment of Socio-Cultural Factors Affecting the Effectiveness of Low-Cost Boarding Primary Schools in Loiyangalani Sub-County, Marsabit County, Kenya." It has been cleared by the University's Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data between October, 2024 and December, 2024.

Any assistance accorded to the student will be highly appreciated.

Thank you.



Dr. Samuel M. Karenga, Ph.D

Director, Graduate Studies

Enc.

Mount Kenya University  
P.O. Box 307-01000, THIKA  
Office of the Director  
Graduate Studies



REPUBLIC OF KENYA



NATIONAL COMMISSION FOR  
SCIENCE, TECHNOLOGY & INNOVATION

Ref No: 646257

Date of Issue: 11/October/2024

### RESEARCH LICENSE



This is to Certify that Mr. JACOB MBURJI LENA I of Mount Kenya University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Marsabit on the topic: ASSESSMENT OF SOCIO-CULTURAL FACTORS AFFECTING THE EFFECTIVENESS OF LOW-COST BOARDING PRIMARY SCHOOLS IN LOIYANGALANI SUB-COUNTY, MARSABIT COUNTY, KENYA for the period ending : 11/October/2025.

License No: NACOSTI/P/24/40803

646257

Applicant Identification Number

Director General  
NATIONAL COMMISSION FOR  
SCIENCE, TECHNOLOGY &  
INNOVATION

Verification QR Code



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